BỘ GIÁO DỤC VÀ ĐÀO TẠO

HOÀNG VĂN VÂN (Tổng chủ biên) – LƯƠNG QUỲNH TRANG (Chủ biên)
NGUYỄN THỊ CHI – LÊ KIM DUNG – PHAN CHÍ NGHĨA – NGUYỄN THỤY PHƯƠNG LAN – VŨ MAI TRANG
Với sự cộng tác của DAVID KAYE

Tiếng Anh 8

SÁCH GIÁO VIÊN

TẬP MỘT

NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM   TẬP ĐOÀN XUẤT BẢN GIÁO DỤC PEARSON

CONTENTS

INTRODUCTION

TIẾNG ANH 8 is the third of the four levels of English language textbooks for Vietnamese students in lower secondary schools learning English as a foreign language (EFL). It follows the systematic, cyclical, and theme-based syllabus approved by the Ministry of Education and Training in January 2012, which focuses on the use of language (pronunciation, vocabulary, and grammar) to develop the four language skills (listening, speaking, reading, and writing).

THE COMPONENTS OF THE TEXTBOOK

The complete learning set of **TIẾNG ANH 8** consists of **THE STUDENT'S BOOK**, **THE TEACHER'S BOOK**, **THE WORKBOOK**, and **THE CD.**

THE STUDENT'S BOOK

The Student's Book contains:

- Book map: Introducing the basics of each unit
- 12 topic-based Units, each covering seven sections to be taught in seven 45-minute lessons
- Four Reviews, each providing revision and further practice of the previous three units, to be dealt with in two periods
- Glossary: Giving meaning and phonetic transcription of the new words in the units

THE TEACHER'S BOOK

The Teacher's Book gives full procedural notes for teaching different parts of each unit. The answer keys to the exercises in the Student's Book and the transcriptions are also given in the Teacher's Book.

THE WORKBOOK

The Workbook mirrors and reinforces the content of the Student's Book. It offers:

- Further practice of the language and skills taught in class
- Four additional tests for students' self-assessment

THE CD

- The CD provides recorded scripts of all listening exercises and dialogues

THE COMPONENTS OF EACH UNIT

There are 12 main units in the Student's Book. Each unit has seven sections and provides language input for seven classroom lessons of 45 minutes each. These 12 richly illustrated, cross-curricular, and theme-based units focus on offering students motivation, memorable lessons, and a joyful learning experience. At the beginning of each unit there are explicit learning objectives that clearly state the main language and skills to be taught in the unit.

SECTION 1: GETTING STARTED

This section occupies two pages and is designed for one 45-minute lesson in class. It begins with a conversation followed by activities which introduce the topic of the unit. It then presents the vocabulary and the grammar items to be learnt and practised through the skills and activities of the unit.

SECTION 2: A CLOSER LOOK 1

A Closer Look 1 and ***A Closer Look 2*** are each designed to be taught in one 45-minute lesson.

A Closer Look 1 presents and practises the vocabulary and pronunciation of the unit. The active vocabulary of the unit is given in an interesting and illustrated way so that it is easy for students to memorise. Two or three sounds, which frequently appear in the unit, are targeted and practised in isolation and in context. There are different exercises focusing on intensive practice of vocabulary and pronunciation.

A grammar item may also be included in this section.

SECTION 3: A CLOSER LOOK 2

This section deals with the main grammar point(s) of the unit. The new language points are presented in a short text or a talk/interview. There are grammar tables and exercises which are well illustrated to help students remember and use the grammar items effectively. The 'Remember' boxes appear wherever necessary and help students to avoid common errors.

A Closer Look 1 and ***A Closer Look 2*** cover three pages and mainly give language focus and practice of receptive skills.

SECTION 4: COMMUNICATION

This section is designed to help students use the functional language in everyday life contexts and to consolidate what they have learnt in the previous sections. It also gives students opportunities to learn and apply the cultural aspects of the language learnt. The communication section provides cultural information about Viet Nam and other countries in the world. The vocabulary is clearly presented in boxes wherever it is needed.

SECTION 5: SKILLS 1

Skills 1 and ***Skills 2***, each covers one page and is designed to be taught in one 45-minute lesson.

Skills 1 comprises reading (receptive skill) and speaking (productive skill).

Reading

This section aims to develop students' reading abilities. In order to make the activity achievable, the reading text is often based on the vocabulary and structures that students have previously acquired. The reading always links with the topic of the unit and is interesting and relevant to the students. Important new vocabulary is introduced in the text and practised in a follow-up activity.

The reading also provides input for the speaking that follows.

Speaking

This section aims to provide further practice which supports students in their production of spoken English. The section uses the recently introduced items in combination with previously learnt language in new contexts.

SECTION 6: SKILLS 2

Skills 2 is composed of listening (receptive skill) and writing (productive skill).

Listening

The listening section provides students with an opportunity to develop their listening skills. This section trains them to listen for general and specific information.

Writing

This section focuses on developing students' writing skills. There is a writing tip or a guideline which is very useful to help them to write effectively. The result of the writing section must be a complete piece of writing (which is ideally assessed by the group/class/teacher).

SECTION 7: LOOKING BACK & PROJECT

This section covers two pages and should be dealt with in one 45-minute lesson.

Looking Back recycles the language from the previous sections and links it with unit topics. Various activities and exercises are designed to help students consolidate and apply what they have learnt in the unit. Through the students' performance in this section, teachers can evaluate their study results and provide further practice if necessary.

The Project helps students to improve their ability to work by themselves and in a team. It extends their imagination in a field related to the unit topic. The teacher can use this as an extra-curricular activity (for groupwork) or as homework for students to do individually.

REFERENCE FOR SKILLS AND LANGUAGE TEACHING

1. TEACHING READING

Reading is the first of the four language skills that receives special attention in **Tiếng Anh 8**.

- The reading activities in **Tiếng Anh 8** aim to help students develop sub-skills such as skimming for gist and scanning for details.
- Explanations should be given to students when they do not understand the meaning of a word. Some reading strategies such as focusing on familiar words, guessing unfamiliar words in context, etc. should be taught to students.
- Before teaching the text, the teacher should encourage students to guess what the text is about, what new words may appear in the text, etc.

2. TEACHING SPEAKING

There are two forms of speaking in **Tiếng Anh 8**: spoken interaction and spoken production. The first refers to the ability to ask and answer questions and handle exchanges with others. The second refers to students' ability to produce language appropriately and correctly.

Speaking activities include:

- *Pronunciation*: dialogues and role-plays (games, rhymes, and songs). Through these forms, students practise the stress, rhythm, and intonation patterns of English in a natural way. It is crucial to provide students with a lot of models and to build up their confidence with acceptance of approximate correct pronunciation.
- *Repetition*: helps students to memorise vocabulary and 'chunks' language. Repetition and classroom routines build up an expanding repertoire of English that helps students understand and respond to a situation as a part of communicative interactions in class. One strategy is to provide a lot of opportunities for students to practise with a secure feeling through choral repetition of action rhymes and games. It is also important to establish classroom routines (such as greetings and saying goodbye) at the beginning and the end of the lessons. Asking for permission, using common classroom expressions (e.g. *I don't understand. Could you say it again, please? May I ask you a question?*), or answering a question (e.g. *I don't know. I think/guess..., Perhaps...*) are important language tasks for students to practise daily.
- *Pair work/group work* and *class presentations* help students to talk freely in a language situation related to the topic of the unit. They also make students feel secure and promote their confidence in speaking.

Error correction should be done cautiously by the teacher. When students are talking, the teacher should not stop them to correct their mistakes. Mistakes should be analysed and only common errors should be highlighted afterwards and corrected collectively.

3. TEACHING LISTENING

Through listening, students become familiar with the sounds, rhythms, and intonation of English. When listening to English, students are actively engaged in constructing meaning and making sense of what they hear, using their knowledge and the clues provided by the context. It is very important to teach students to be aware of the purpose, the content, and intonation of the listening text.

Before listening, teachers should motivate and engage students in the listening activity; encourage them to predict the listening content; and introduce the new language or vocabulary which occurs in the listening text.

The listening activities aim to help students understand spoken English and develop sub-listening skills such as listening for gist and listening for details.

4. TEACHING WRITING

The writing activities aim to develop students' basic writing skills in English. Its emphasis is on providing writing techniques for a particular genre (e.g. email, an informal letter, a webpage, etc.) as well as practising the spelling of familiar vocabulary and sentence patterns. Teaching writing can be divided into three stages: *before writing, while writing,* and *after writing*.

- *Before writing* helps students understand why they write and provides them with the language input to express their ideas in English.
- *While writing* helps students write independently under the teacher's guidance and supervision.
- *After writing* helps students perfect their writing. They share their writing with peers and teacher for comments. After that, they revise (i.e. re-reading the writing to improve the content and organisation of ideas) and edit (i.e. re-reading the writing to correct errors and mistakes in grammar, vocabulary, spelling, etc.) it. They then submit their writing to the teacher for evaluation.

5. TEACHING PRONUNCIATION

In this book, the pronunciation part focuses on sentence stress and intonation. The students will have chance to practise saying sentences with correct stress on content words. Also, they can identify in which situations to stress pronouns, the verb 'be', auxiliaries, and short words and say these sentences correctly. Besides, they will practise intonation patterns in English.

In teaching sentence stress and intonation, it is advisable that the teacher should engage the students by using varied techniques including:

- Visual aids (flashcards, pictures, etc.)
- Miming
- Syllable/word focus and repetition
- Line by line repetition and clapping
- Listening and marking the stressed words
- Pair/group practice and performance

6. TEACHING VOCABULARY

Teaching vocabulary helps students understand, memorise, and use words appropriately in their specific contexts. Students at lower secondary level still learn 'chunks' of English which combine vocabulary and grammatical patterns in an unanalysed way. Therefore, it is crucial to give students plenty of time to practise, memorise, recycle, and extend their vocabulary and grammar in meaningful contexts. Regular recycling of vocabulary helps students recognise the same words embedded in different contexts and activities again and again. When teaching vocabulary, it is important to help students recognise, practise, and memorise words. This can be done by using visual aids (e.g. pictures, flashcards), by allowing students to listen and repeat the words, by explaining their meanings, using definitions and translation if necessary, and finally, by getting students to practise using the words with a range of spoken or written activities, which can be done individually or in pairs.

7. TEACHING GRAMMAR

Teaching grammar helps students use correct grammatical patterns to express their ideas in specific contexts.

Grade 8 students of English already know some English grammar based on formulaic sequences and a lot of grammar points met in the context of dialogues, readings, chants, rhymes, stories, and songs they have learnt in primary schools, grade 6 and grade 7.

One way to raise students' language awareness is drawing their attention to specific language patterns or features of grammatical forms and, if necessary, comparing or contrasting these with corresponding patterns and forms in Vietnamese. The appropriate techniques to be used to teach students are:

- Focusing students' attention on the new grammatical patterns in the texts.
- Providing models for students to practise the new grammatical item in a spoken or written activity, using the cued pictures or prompts in their books.
- Reinforcing the new grammatical item with a variety of spoken and written activities.

SEQUENCING

Students should be given clear instructions about what they are expected to do and say. The following are some suggested teaching procedures.

- *Whole class*. Elicit/Teach the focus language (words, phrases, or structures). Then write them on the board.
- *Model*. Perform the focused materials yourself with a confident student or ask a pair to demonstrate in front of the class. Help and guide them to interact in a reasonably structured manner. This will enable the freer stage of independent pair work/group work that will follow.
- *Pairs/groups*. Students practise in pairs or groups. Monitor the activity and offer help if necessary.
- *Performance*. Ask a confident pair or some volunteers to perform the task for the rest of the class.
- *Whole class*. At the end of the activity, there should be some writing/speaking (productive) activities to reinforce or consolidate students' understanding.

It is noted that all of the procedures written in this book are only suggestions. Teachers may adapt these or design their own procedures to suit their students and real teaching contexts.

BOOK MAP

	Reading	Listening
Unit 1: Leisure activities	- Reading for general and specific information about the possible effects of spending too much time on the computer	- Listening for specific information about ways of spending time with friends
Unit 2: Life in the countryside	- Reading for specific infomation about an unusual lifestyle in the countryside: Mongolian nomadic life	- Listening for specific information about changes in the countryside
Unit 3: Peoples of Viet Nam	- Reading for specific information about an ethnic group	- Listening for specific information about a traditional speciality
REVIEW 1		
Unit 4: Our customs and traditions	- Reading for specific information about family customs and traditions	- Listening for specific information about a traditional dance of an ethnic group in Viet Nam
Unit 5: Festivals in Viet Nam	- Reading for specific information about two festivals in Viet Nam	- Listening for general and specific information about a traditional festival
Unit 6: Folk tales	- Reading for specific information about a fairy tale	- Listening for specific information about a fairy tale
REVIEW 2		

	Speaking	Writing	Language Focus
	- Talking about 'good' and 'bad' sides of leisure activities	- Writing to discuss an opinion about leisure activities	- Verbs of liking + gerunds - Verbs of liking + *to*-infinitives - Clusters: /br/ and /pr/
	- Talking about what you like or dislike about life in the countryside	- Writing about changes in the countryside.	- Comparative forms of adjectives: review - Comparative forms of adverbs - Clusters: /bl/ and /cl/
	- Talking about life of an ethnic group	- Writing about how to cook a traditional dish	- Questions: review - Articles (some uses) - Clusters: /sk/, /sp/ and /st/
	- Talking about family customs and traditions	- Writing about a traditional dance	- *Should* and *shouldn't:* review - *have to* - Clusters: /spr/, /str/
	- Talking about the reasons for going to a festival and the things to take when attending a festival	- Writing about a festival	- Simple sentences and compound sentences: review - Complex sentences - Stress of words ending in *–ion* and *–ian*
	- Talking about a legend/ folk tale/ fairy tale/ fable	- Narrating a legend/ folk tale/ fairy tale/ fable	- Past simple: review - Past continuous - Intonation in exclamatory sentences

Unit 1 LEISURE ACTIVITIES

THIS UNIT INCLUDES:

VOCABULARY
Leisure activities

PRONUNCIATION
Clusters: /br/ and /pr/

GRAMMAR
Verbs of liking + gerunds
Verbs of liking + *to*-infinitives

COMMUNICATION
Talking about leisure activities
Organising your ideas

GETTING STARTED

It's right up my street!



1 Listen and read.

Mai: Check out this book, Phuc. 'My Mini Guide to Dog Training'.

Phuc: Sounds great! Max'll like it too. Last weekend we learnt some tricks. I love to watch him. It's so much fun… Have you found your craft kit?

Mai: Yes, I've found this one. It's got everything: beads, stickers, wool, buttons… I don't know, it'll take all my savings.

Phuc: But it's right up your street! Nick, what's that?

Nick: It's a CD of Vietnamese folk songs. I'll listen to it tonight.

Mai: And you'll be able to improve your Vietnamese!

Nick: Ha ha, not sure about that. But I think I'll enjoy listening to the melodies.

Phuc: Look at the language website I sent you. It'll help you learn Vietnamese more easily.

Nick: Yes, I liked reading Doraemon comics while I was learning Japanese.

Phuc: Stop reading comics! I'll bring you my favourite short story this Sunday when we play football.

Mai: Sorry but we have to hurry. Mum and dad are waiting. We need to buy some tools to build a new house for Max this weekend.

Objectives:

By the end of this unit, students can:

- pronounce words containing the clusters /br/ and /pr/ correctly in isolation and in context
- use the lexical items related to the topic of leisure activities
- use verbs of liking that are followed by gerunds
- use verbs of liking that are followed by *to*-infinitives
- read for general and specific information about the positive and negative effects of using computers
- talk about 'good' and 'bad' sides of leisure activities
- listen for specific information about ways of spending time with friends
- write to discuss an opinion about leisure activities

GETTING STARTED
It's right up my street!

Introduction

Prepare photos or magazine cut-outs about some popular leisure activities including those you often do in your spare time. Ask Ss to describe them in English. Then ask them to guess which activities you enjoy doing. Encourage Ss to do the same in pairs: One student writes a short list of activities and the other guesses.

1 Ask Ss to open their books to the picture. Introduce Mai, Phuc, and Nick. Ask Ss to guess where they are and what they are doing. For more able classes, brainstorm questions with Ss and write them on the board. Questions may include:

What can you see in the picture?

Why do you think Mai, Phuc, and Nick are there?

What are they holding in their hands?

What are they talking about?

Can you guess what Mai, Phuc, and Nick like doing in their free time?

etc.

Accept all possible answers from Ss and do not provide correction at this stage. Play the recording and have Ss follow along. Then come back to the earlier questions and have Ss answer them. Again, do not give correction at this stage.

a **Circle the correct answer.**

1. Phuc, Mai, and Nick are in a library/ bookstore/ sports club.
2. Phuc is looking for a book/ dog/ craft kit.
3. Max is Phuc's cat/ goldfish/ dog.
4. Mai has found a book/ CD/ craft kit for herself.
5. Nick's CD is of folk music/ pop music/ rock music.
6. Nick is trying to learn Vietnamese/ Japanese/ English.

b **Which leisure activities do you think Phuc, Mai, and Nick have? Tick (✓) the boxes. Then find the information from the conversation to explain your choice.**

	Phuc	Mai	Nick
1. pet training			
2. making crafts			
3. reading			
4. listening to music			
5. learning languages			
6. playing sports			
7. helping parents with DIY projects			

Learning tip

DIY: Do It Yourself: Work on the house that you do yourself without the help of experts, e.g. *painting a room, fixing the garden fence, building a dog house*, etc.

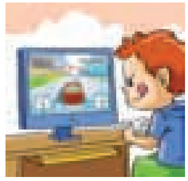
c **Answer the questions.**

1. What does Mai mean when she says '*Check out this book*'?
2. What does Phuc mean when he says '*It's right up your street!*'?



2 **Find words/ phrases in the box to describe the photos. Then listen to check your answers.**

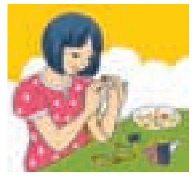
playing beach games	texting
playing football	visiting museums
making crafts	doing DIY
playing computer games	





1. ___________ 2. ___________ 3. ___________





4. ___________ 5. ___________ 6. ___________

3 **Complete the following sentences with the words in the box. In some cases, more than one answer can be relevant.**

good	relaxing	fun
satisfied	exciting	boring

1. You do leisure activities in your free time and they make you feel ___________.
2. You can do ___________ activities such as yoga, or ___________ ones such as mountain biking or skateboarding.
3. Hobbies such as making crafts or collecting things are ___________.
4. You can surf the Internet but some people say this is ___________.
5. You can spend time with family and friends, or become a volunteer for the community. This will make you feel ___________.

4 **GAME:** CHANGING PARTNERS

Choose one leisure activity from 2 or 3. In pairs, talk about it. Try to keep going for one minute each. When the time is up, find a new partner and talk about another activity.

You may:

- describe the leisure activity
- say if you have done this activity or not
- share your feelings about the activity

a Ss work individually to circle the correct answer. Ss compare their answers with a partner and then discuss as a class. T goes through each statement and asks Ss how the text and the visual in the dialogue support their answers. After the discussion, T writes the correct answers on the board.

Key: **1.** bookstore **2.** book **3.** dog **4.** craft kit **5.** folk music **6.** Vietnamese

b Go through the list of activities mentioned. Encourage Ss to explain what they are and to give examples. Ask Ss if they have done any of these activities, or if they know anyone who does these in their free time.

Have Ss do this task individually first, then compare the answers with their partner. They should be able to give ideas from the text that support their answers.

Key:

	Phuc	Mai	Nick
1. pet training	✓		
2. making crafts		✓	
3. reading	✓		✓
4. listening to music			✓
5. learning languages			✓
6. playing sports	✓		✓
7. helping parents with DIY projects	✓	✓	

c Draw Ss' attention to the contexts when Mai said 'Check out this book' and Phuc said 'It's right up your street!'. Together with Ss elicit the meaning of these two expressions.
To check out something means to examine something or get more information about it in order to be certain that it is suitable (or true, or safe).
If something is *right up your street,* it is the type of thing that you are interested in or that you enjoy doing.
Ask Ss for examples of something they can check out, and something which is right up their street. For a more able class, ask Ss to make a 2-turn dialogue in which they use these expressions.

2 Ss work in pairs to match the words/ phrases in the box to the photos, then they listen together to check their answers.

Key: **1.** playing computer games **2.** playing beach games **3.** doing DIY **4.** texting **5.** visiting museums **6.** making crafts

If time allows, ask Ss to use adjectives to say what they think of these activities, eg. exciting, interesting, etc.

3 Ss work individually to do the task then compare their answers with a partner. Tell Ss they need to look for the surrounding keywords in order to complete the task. Note that 'good' and 'satisfied' fit both items 1 and 5. Acknowledge this point with Ss who have them the other way round.

Key: **1.** satisfied **2.** relaxing, exciting **3.** fun **4.** boring **5.** good

4 **Game: Changing partners**

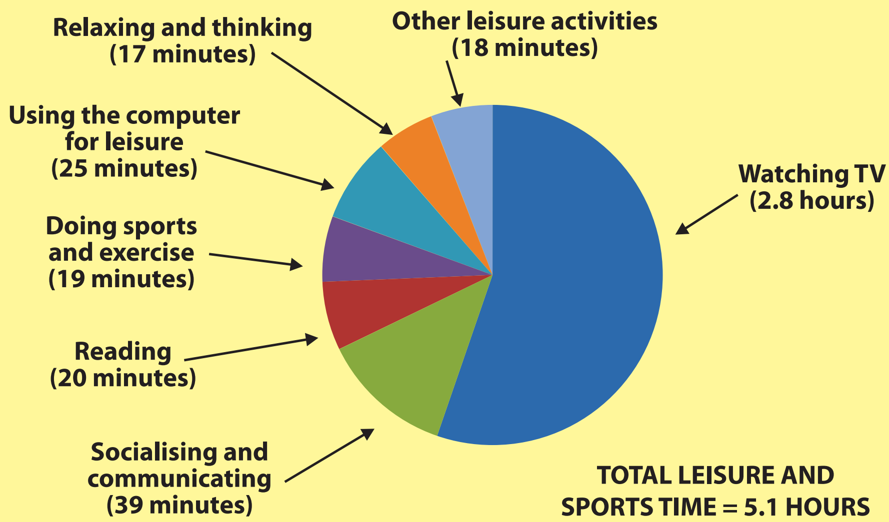
This game can be done in groups of four or six, or as a mingle activity.

If your classroom is large enough, ask Ss to stand in two lines facing each other. Each pair will talk about one activity for one minute. When the time is up and T calls out 'Change!', they will move one step to the left/right to meet a new partner and talk about another activity.

Vocabulary

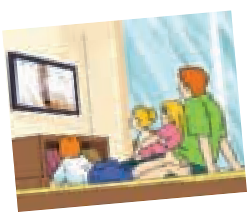
1 **Look at the following pie chart on leisure activities in the US and answer the questions.**

Leisure time on an average day



NOTE: Data include all persons aged 15 and over. Data includes all days of the week and are annual averages for 2012
SOURCE: Bureau of Labor Statistics, American Time Use Survey

1. How much leisure time did people in the US have on an average day in 2012?
2. What did they do in their leisure time?
3. What were the three most common activities?





2 **Complete the table with information from the pie chart.**

Name of activity	Verb
relaxing	relax

3 **Look at the words. Match them to the category labels.**

1. skateboarding, football, badminton
2. a novel, poetry, a magazine
3. the news, a reality show, a comedy
4. a new language, a skill
5. collecting stamps, making origami
6. going to local performances, visiting museums
7. visiting relatives, going shopping, doing DIY
8. texting, going to the cinema, hanging out

a. Learning something interesting
b. Reading
c. Spending time with family
d. Having hobbies
e. Playing sports
f. Watching TV
g. Socialising with friends
h. Going to cultural events/ places

Now add more words to each category.

4 **How much time do you spend a day on leisure activities? What are the three activities that you do the most? Share your ideas with a partner.**

A CLOSER LOOK 1

Introduction

Before starting the lesson explain what a 'pie chart' is and how each slice can be calculated as a percentage of the whole. Give Ss some simple statistics and make a pie chart with them as a class.

Vocabulary

1 Ask Ss to work in pairs to examine the pie chart closely in order to understand its contents, including the heading, subheadings, figures, colour codes, source, and notes. Allow enough time for this step. Do not give correction. Then ask Ss to answer the questions that follow the chart.

If necessary, T may elicit information by asking questions such as:

- *What is the pie chart about? Where can you find the information?*
- *What do the different coloured sections of the chart refer to?*
- *How are these sections calculated?*
- *What does the 'Note' tell you?*
- *What does the 'Source' tell you?*

Key:

1. In 2012, people in the US spent 5.1 hours a day on sports and leisure activities.
2. The main activities they did include watching TV, socialising and communicating, reading, participating in sports and exercise, using computers for leisure, relaxing and thinking.
3. The three most common activities were watching TV, socialising and communicating, and using computers for leisure.

2 Have Ss work individually to complete the task. After giving corrective feedback, draw their attention to the part of speech of the words mentioned (e.g. *relaxing* comes from the verb *relax* with *–ing* added, and it refers to the activity).

Then introduce the concept of gerund (a noun made from a verb by adding *-ing*). Give Ss some examples where a gerund is transformed from a verb and used as a noun. For a more able class, ask Ss to make their own sentences.

Key:

Name of activity	Verb
relaxing	relax
thinking	think
using	use
doing	do
watching	watch
reading	read
socialising	socialise
communicating	communicate

3 For a more able class, ask Ss to cover the category labels. Have Ss look at the words and try to guess what these words have in common. T may elicit answers from Ss by asking questions, for example:
What is the common verb we often use with these? How can we use this verb to describe the activity?
Who do we often do these with? Where do we often do these? etc.
Do not give correction at this step. Ask Ss to work in pairs to complete the task. Once they have finished and T has given corrective feedback, encourage them to add more words in each category.

Key: 1. e 2. b 3. f 4. a 5. d 6. h 7. c 8. g

4 Have Ss work in small groups. Allow them enough time to think about what their average day may look like (including study and work) and how much time is spent on leisure activities. If there is plenty of time, encourage them to calculate these times as percentages and put them in a simple pie chart similar to **1**.

Alternatively, this task can be done as a mingle activity. Have Ss write down how much time they spend on leisure activities on an average day, and the three activities they do the most. Ss move around and talk with at least three other classmates to find out who spends most time on leisure and what the most popular activities in the class are.

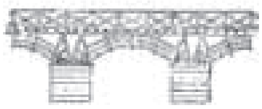
Pronunciation

Clusters: /br/ and /pr/

5 Complete the words under the pictures with /br/ or /pr/. Listen to check your answers and repeat.



1. a ____icot



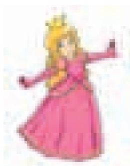
2. ___ridge



3. _____acelet



4. ______ead



5. ______incess



6. _____esident



7. _______esent



8. ________occoli

6 Listen and repeat.

1. She loves making apricot jam.
2. My dad likes making bread in his free time.
3. Hien is our club president.
4. Mai keeps all her bracelets in a beautiful box.
5. You will need a brush if you want to paint your room.
6. This is a wonderful present. Thanks so much!

A CLOSER LOOK 2

Grammar

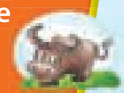
Verbs of liking + gerunds
Verbs of liking + *to*-infinitives

If we want to follow a verb with another action, we must use a gerund or an infinitive.

1 Read the conversation in Getting Started again. Underline verbs that are followed by a gerund.

Look out!

The verbs love, like, hate, and prefer can be used with both gerunds and *to*-infinitives without much change in meaning.



She loves going out with her friends.
= She loves to go out with her friends.

Learning tip

Verbs of liking — *Degree*

adore
love
like, enjoy, fancy
don't mind
dislike, don't like
hate
detest

2 Tick (✓) the appropriate box. Then listen to check.

	followed by gerund only	followed by both gerund and *to*-infinitive
1. love		
2. enjoy		
3. detest		
4. prefer		
5. fancy		

Pronunciation

Clusters: /br/ and /pr/

5 Have Ss work individually to complete this task. Once they have finished, Ss work in pairs to compare their answers. Play the recording for Ss to check and then repeat. Pause the recording to drill difficult items.

Audio script:				
	1. apricot	2. bridge	3. bracelet	4. bread
	5. princess	6. president	7. present	8. broccoli

Ask Ss to add more words which contain these clusters. For a more able class, Ss may make sentences with these words and practise saying them.

6 Have Ss practise the words with the clusters first. Then ask them to repeat the whole sentence. If time allows, ask Ss to cover their books and listen to the recording. If they hear the word with cluster /pr/ they have to raise up their left hand, if it is cluster /br/ they raise up their right hand.

Audio script:

1. She loves making apricot jam.
2. My dad likes making bread in his free time.
3. Hien is our club president.
4. Mai keeps all her bracelets in a beautiful box.
5. You will need a brush if you want to paint your room.
6. This is a wonderful present. Thanks so much!

A CLOSER LOOK 2

Grammar

Verbs of liking + gerunds, Verbs of liking + *to*-infinitives

1 Remind Ss of the concept of the gerund from **A CLOSER LOOK 1**. Ask them how the gerund is formed and how it functions grammatically. Draw Ss' attention to 'love to watch' and 'enjoy listening' which appear in the text in **GETTING STARTED**:

- I love to watch him …

- But I think I'll enjoy listening …

Explain that in English if we want to follow a verb with another action, we must use a gerund or an infinitive. There are certain verbs that can only be followed by one or the other, and these verbs must be memorised.

Read or play the recording in **GETTING STARTED** for Ss to listen and ask them to underline the verbs of liking followed by gerunds or *to*-infinitives that they find in the text. For a more able class, T may ask Ss to cover the text and just listen to identify these verbs.

Key: love (to watch)   enjoy (listening)   liked (reading)

Go through the **Look out!** box with Ss. Tell Ss that verbs of liking/disliking are often followed by gerunds, but verbs such as *love, like, hate, start* and *prefer* may go with gerunds or *to*-infinitives with almost no change in meaning.

Give some examples for both cases. Encourage Ss to give their own examples.

Introduce Ss to the **Learning tip** box, where they can differentiate the difference in terms of degree these verbs of liking/disliking. Alternatively, T may write these verbs on the board with a really happy smiley face at the top of the board and a really unhappy smiley face at the bottom and then ask Ss to rearrange them in a particular order without looking at the **Learning tip** box.

2 Ss work individually and then compare the answers with their partners.

Key:

	followed by gerund only	followed by both gerund and *to*-infinitive
1. love		✓
2. enjoy	✓	
3. detest	✓	
4. prefer		✓
5. fancy	✓	

Then play the recording for Ss to check their answers.

Audio script:

1. I love eating spicy food.
   I love to eat spicy food.
2. Jane enjoys running.
3. Phong detests doing DIY.
4. I prefer reading poetry.
   I prefer to read poetry.
5. Do you fancy watching TV?

3 **Write the correct form of the verbs.**

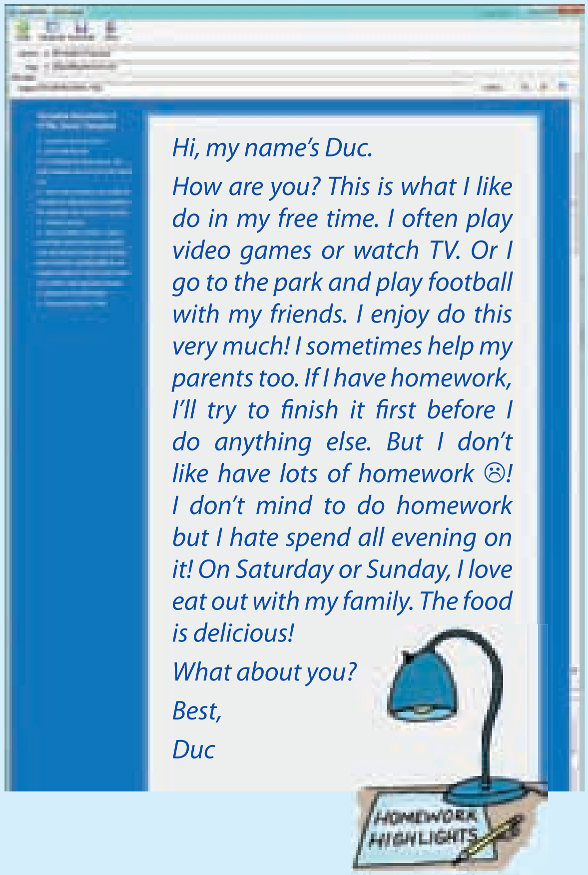


1. Mai enjoys ____________ (make) crafts, especially bracelets.
2. People in Britain love ____________ (watch) TV in their free time.
3. Do you fancy ____________ (skateboard) in the park this Sunday?
4. Nick likes ____________ (learn) Vietnamese.
5. Ngoc hates ____________ (sit) at the computer for too long.

4 **Write sentences about what you like or don't like doing in your free time, beginning with the following. Then share what you have written with your partner.**

1. I adore ______________________.
2. I love ______________________.
3. I fancy ______________________.
4. I don't mind ______________________.
5. I don't like ______________________.
6. I detest ______________________.

5 **Look at the following email that Minh Duc wrote to a new penfriend.**



Hi, my name's Duc.

How are you? This is what I like do in my free time. I often play video games or watch TV. Or I go to the park and play football with my friends. I enjoy do this very much! I sometimes help my parents too. If I have homework, I'll try to finish it first before I do anything else. But I don't like have lots of homework ☹! I don't mind to do homework but I hate spend all evening on it! On Saturday or Sunday, I love eat out with my family. The food is delicious!

What about you?

Best,

Duc

a **There are six grammar mistakes in his email. Can you find and correct them?**

b **Answer the questions.**

1. How many activities does Duc mention in his email?
2. Which two activities do you think he enjoys the most?

6 **Write a similar email to tell your friend about your free time, using the verbs of liking + gerunds or verbs of liking + *to*-infinitives. Swap your work with a partner and check for mistakes.**



3 Ss work in pairs to complete this task, then T gives feedback to Ss as a class.

Key:	**1.** making	**2.** to watch/watching	**3.** skateboarding
	4. to learn/learning	**5.** sitting	

4 This task can be done in groups of five or six. Give Ss time to work individually at first and write each sentence on a strip of paper, then in their group mix up the strips. Each student picks up and reads out a sentence, then they guess who wrote that sentence.

5 Have Ss quickly familiarise themselves with the email by asking: *Who wrote this email? To whom? What is it about?* Have Ss scan the email to find the answers.

a Ss work individually and compare their answers with a classmate.

Key:

Hi, my name's Duc.

How are you? This is what I like do in my free time. I often play video games or watch TV. Or I go to the park and play football with my friends. I enjoy do this very much! I sometimes help my parents too. If I have homework, I'll try to finish it first before I do anything else. But I don't like have lots of homework ☹! I don't mind to do homework but I hate spend all evening on it! On Saturday or Sunday, I love eat out with my family. The food is delicious!

What about you?

Best,

Duc

like do → like to do/ like doing

enjoy do → enjoy doing

don't like have → don't like to have/don't like having

don't mind to do → don't mind doing

hate spend → hate to spend/ hate spending

love eat out → love to eat out/ love eating out

b Ask Ss to read the email again and answer the questions.

Key:

- The activities Duc mentions in his email are: playing video games, watching TV, going to the park, playing football, helping his parents, doing homework, and eating out with his family.
- The two activities he enjoys the most are playing football with his friends, and eating out with his family.

6 Ss work individually to write the email then exchange it with their partners and check for mistakes. If there is time, have them ask and answer about the emails afterwards , using the questions in **5b** as a guide. If there is not enough time, this task can be done as a group-writing task.

COMMUNICATION

Extra vocabulary

window shopping	to sound weird
to be hooked on something	to be addicted to something

1 **Read the following article on the magazine 4Teen website.**

This week 4Teen has opened a forum for friends around the world to share how they spend their free time.



Emily
(Perth, Australia)

I love hanging out w/ my best friend Helen in my spare time, like going 'window shopping'. J4F! We also work as volunteers for an animal protection organisation. 2moro we r going to a farm.
posted Tue 3.20 pm



Hang
(Phan Thiet, Viet Nam)

This may sound weird, but I adore cloud watching. Find an open space, lie on ur back, n' look at the clouds. Use ur imagination. EZ! DYLI too?
posted Wed 8.04 pm



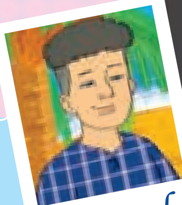
Linn
(Umeå, Sweden)

This year my city is the European Capital of Culture, so lots goin' on. At weekends my bro n' I go 2 our city community centre where we dance, paint, and do drama. I'm hooked on drama! <3 it!
posted Thu 6.26 pm



Minh
(Sa Pa, Viet Nam)

I like doing sports – I'm in my school's football team. But what I mostly do in my free time is help my aunt. She has cooking classes 4 small groups of tourists. It's WF 4 me!
posted Fri 7.19 pm



Manuel
(Buenos Aires, Argentina)

I've been kind of addicted to the net. I just love sitting in front of my computer for hours! But now my mum has said it's NUFF! I'll start my judo class this weekend. It's OK. WBU?
posted Fri 8.45 pm

2 **Can you understand the abbreviations in the text? Use this 'netlingo' dictionary if necessary.**

2moro	tomorrow
4	for
<3	love
bro	brother
DYLI	Do you love it?
EZ	easy
J4F	just for fun
goin'	going
n'	and
NUFF	enough
r	are
ur	your
w/	with
WBU	What about you?
WF	way fun

Now add to the dictionary other abbreviations used for online chatting/texting that you know.

3 **Find information in the text to complete the table.**

Who?	What activity is mentioned?	What does he/ she think of it?
Emily		

4 **Work with your partner and put the activities in 3 in order from the most interesting to the most boring. Then compare your ideas with other pairs.**

COMMUNICATION

Introduction

Find a leisure activity a bit unusual (from you, your friends or someone you know) and talk about it to the class. Ask Ss for their opinions about this activity: *boring, interesting, strange, challenging,* etc. Ss may start talking about what they know about their friends' free time activities and say what they think of these activities.

Refer to any words in the **Extra vocabulary** box that Ss do not yet know and ask Ss to try to guess what the meaning is, and how that may relate to leisure activities.

1 Explain to Ss that they are going to read about some activities teenagers do in their spare time. Have Ss cover the text and just look at the photos (with name and country). Encourage Ss to guess what these students in the photos like doing as leisure activities.

Then set a reading time limit and have Ss speed read the text. Close books and play a memory game dividing Ss into competing groups to tell how much information they can remember from the text. Motivate Ss by counting every detail they remember! Do not check comprehension at this point.

2 Ask Ss if they notice any other particular features of the text. Elicit answers from Ss by drawing their attention to the form of the text (e.g. its layout and the abbreviation). Explain that this is from a webpage and that these abbreviations are informal language that is used online and in texting messages. Introduce the first abbreviation. Then have Ss work in pairs to complete the task.

Next encourage Ss to add to the 'netlingo' dictionary with any other abbreviations they know that are used online. Ss may work in pairs to create their own mini dictionary, then ask other pairs to guess the meaning.

If time allows, have Ss write short texts or messages in which they use these abbreviations and/or their newly added ones and send them to each other.

3 Have Ss work in pairs or small groups to complete the table. Allow Ss to read the text more closely to fill in the table.

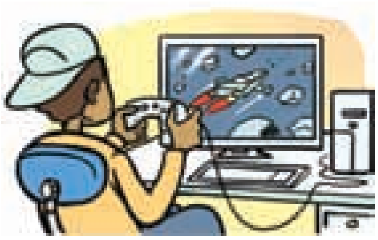
Key:

Who?	What activity is mentioned?	What does he/she think of it?
Emily	• hanging out with friends (window shopping) • working as a volunteer	She loves it.
Hang	• cloud watching	She adores it. It's easy.
Linn	• going to community centre, painting, dancing, doing drama	She loves it.
Minh	• playing football • helping his aunt in running cooking classes	He likes it. It's fun.
Manuel	• playing computer games • doing judo	He's addicted to it. It's OK.

4 Have Ss work in pairs to put the leisure activities in the text in order from the most interesting to the most boring. Once they have their list, form a bigger group of four and each pair shares their list with the other. Allow plenty of time for this activity where Ss are encouraged to discuss, give opinions, and negotiate with each other in order to agree on a mutual list.

SKILLS 1

Reading



1 **What are the benefits of using computers or mobile phones for leisure activities? What are the harmful things it may bring us?**

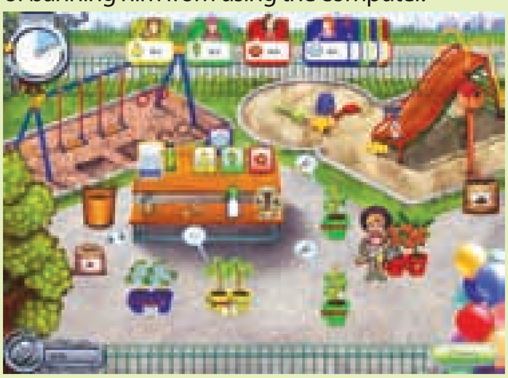
2 **Read the text and choose the correct answer.**

THE 'NET GENERATION'

Quang is watering his garden and can't wait to pick the ripe fruit. He spends most of his spare time looking after the garden. Sounds great, doesn't it? But his garden is a virtual one!

In today's world, teenagers rely on technology more than in the past. This can be a problem because using computers too much may have harmful effects on both their minds and bodies. They prefer watching TV and playing computer games to reading books, perhaps because they don't have to think and imagine as much. They don't join clubs or have hobbies and they don't play sports. They sit in front of the computer all the time. They don't get out of the house, even for a walk. They are in a world that doesn't exist.

While Quang now knows the names of many plants, and his English seems to be improving as he chats with his 'gaming friends' from all over the world, his parents are getting worried. They want him to get out more. They are even thinking of banning him from using the computer.



1. The text is about ______________________.
   A. teenagers' leisure time in the past
   B. teenagers' leisure time in the present
   C. adults' leisure time in the present

2. The text discusses ______________________.
   A. the positive side of using technology in your free time
   B. the negative side of using technology in your free time
   C. both A and B

3 **Write the questions for the answers based on information from the text.**

1. ______________________?
   No, it isn't real. It is a computer game.
2. ______________________?
   It can harm both the mind and the body.
3. ______________________?
   They don't go out but just sit in front of the computer all the time.
4. ______________________?
   Quang knows the names of many plants, and his English seems to be improving.

Speaking

Language notes

Giving an opinion: I think that…; In my opinion…

Asking for an opinion: What do you think? How do you feel about that?

Agreeing: I agree with you.; That's so true.; Exactly.

Disagreeing: I'm afraid I don't agree.; I don't think so.

4 **Quang and his parents are talking about how he should spend his free time. Decide which statements are from Quang and which are from his parents.**

Go out and play a sport. It's good for you!

Sitting for too long in front of the computer makes your eyes tired.

My English is much better because I surf the net.

I think computer games train my mind and my memory.

I've made lots of friends from the game network.

You see your real friends less and less.

5 **Role-play: WHAT'S THE SOLUTION?**
Quang, his parents, and his teacher are discussing the impacts of his using the computer. Play the following roles.

You are Quang. You want to persuade your parents of the benefits of using the computer.

You are Quang's parents. You want to let Quang know that using the computer too much can be harmful. You are thinking of completely banning him from using it.

You are Quang's teacher. You see both the negative and positive sides of using the computer. You offer a solution that can make both Quang and his parents happy.

SKILLS 1

Reading

1 Start the lesson by doing a quick class survey on how many Ss use computers frequently and what they use them for (e.g. *watching movies, listening to music, playing games, accessing social media, doing homework, etc.*). Give examples of your own use of computers and mobile phones.

Then have Ss work in pairs to discuss the questions. Call on some pairs to share their ideas once they have finished their discussion. Write the ideas on the board.

2 Ask Ss to look at the title and the picture and predict what they are going to read. Say that they are going to read about a student named Quang. Encourage Ss to develop their ideas by guessing what Quang's story is about.

Then ask Ss to read the text and underline any words they don't know. Have Ss discuss any unfamiliar words from the text.

Ss then work individually to choose the best answer. They need to be able to explain their choice as well.

Key: **1.** B **2.** C

3 Tell Ss for this exercise they will need to look at the keywords in the responses in order to find out the questions. Ss work individually then compare their answers with a partner.

Key:

1. Is Quang's garden real?
2. What is the problem with using technology in your free time?
3. What leisure activities do teenagers do these days?
4. What are the benefits of using the computer?

Speaking

4 Explain to Ss that these speech bubbles are from Quang and his parents. Ss may work in pairs or in groups, but they will need to say why they think who says what, based on the information from the passage. Go through the phrases in the **Language notes** box with Ss. For one of the speech bubbles, demonstrate how you can use this language:

A: In my opinion, computer games train your mind and your memory.

B: That's so true. / I'm afraid I don't agree.

In pairs, have Ss choose a speech bubble and combine it with the language in the **Language notes** box. Ask for volunteers to demonstrate their short exchanges.

Key:

Go out and play a sport. It's good for you! – ***Quang's parents***

I think computer games train my mind and my memory. – ***Quang***

My English is much better because I surf the net. – ***Quang***

I've made lots of friends from the game network. – ***Quang***

You see your real friends less and less. – ***Quang's parents***

Sitting for too long in front of the computer makes your eyes tired. – ***Quang's parents***

5 Before the role-play starts, arrange Ss into three groups: the group that plays Quang, the group that plays Quang's parents, and the group that plays his teacher. Ask each group to brainstorm how they are going to express their opinions. When they are ready, put Ss into new groups which contain Quang, Quang's parents, and Quang's teacher.

Tell Ss that they can use the language in **4** for their role-play, and emphasise that the phrases in the **Study skill** box should be used in their discussion.

If time allows, call on two or three groups to repeat their role-play for the class.

SKILLS 2

Listening

1 **What do you usually do with your friends in your free time?**

2 **Listen to the radio programme and answer the questions.**

1. What is the topic of this week's programme?
2. Which two main ways does the programme suggest you can hang out with your friends?

3 **Listen again and complete the table.**

HANGING OUT WITH YOUR BEST FRIENDS	
What to do	**Why**
Watching ________ (1) at home, eating popcorn	comfortable feeling, better than a ________ (2)
Making ________ (3)	creative, feeling satisfied
Playing ________ (4)	good for your ________ (5)
Watching ________ (6) downtown	fun
Going to ________ (7)	educating yourself

Writing

Writing to give an opinion

Organising your ideas

Introducing your opinion

In my opinion,

I believe

Explaining your opinion

Firstly, secondly, thirdly, finally

besides, also, in addition

Concluding/Summarising your opinion

For these reasons,

In short,

As I have noted,

4 **Complete the following paragraph with the words in the "Organising your ideas" box.**



(1)________, using the computer as your hobby can be harmful to both your health and your social life. (2)________, sitting all day in front of the computer can cause health problems such as eye-tiredness and obesity. (3)________, you may get irritated easily. (4)________, if you use the computer too much you won't have time for your family and friends. (5)________, computers should only be used for a limited time.

5 **Now write a similar paragraph to answer one of the following questions.**

1. What do you think is the best leisure activity for teenagers?
2. Should parents decide how teenagers spend their free time?



SKILLS 2

Listening

1 Share some of the things you often enjoy doing with friends in your free time. Then ask Ss to tell each other what they usually do with their friends. Ask some pairs to volunteer to tell the class if they find each other's answers interesting.

2 Tell Ss that they are going to listen to a radio programme. Ask them to look at the questions and underline the keywords before T plays the recording.

Key:

1. The topic of this week's programme is hanging out with your friends.

2. There are two main ways: hanging out indoors or outdoors.

Audio script:

In this week's programme we'll share with you some cool ways to hang out with your best friends after a busy week at school. Basically you can hang out indoors or outdoors. If you like staying indoors, ask your parents if you can invite one or two friends over. Make some popcorn! Watch a movie! It's more comfortable than going to a cinema! Or if you're feeling creative, you can make crafts together. You'll feel satisfied once you finish something. If you fancy being outdoors, play some sports together. Football, badminton, biking… you name it! Or it can simply be a relaxing walk in the park. All these activities are good for your physical health. Do you prefer something more exciting? Go downtown and do some people watching. It's fun. If you like something more organised, go to cultural centres, libraries, and museums. Educate yourself while having fun!

3 Play the recording as many times as needed. Ss work individually then compare answers with their partner.

Key:	**1.** movies	**2.** cinema	**3.** crafts	**4.** sports
	5. physical health	**6.** people	**7.** cultural centres	

Writing

Have Ss cover the box and write some of these words/ phrases on the board. Ask Ss where in a paragraph they often see these words and what could be the purpose for using them.

4 Ss work individually to complete the task, and discuss their answers with a partner. Remind Ss that for some gaps there is more than one correct answer.

Key:	**1.** In my opinion/I believe	**2.** Firstly	**3.** Secondly
	4. Besides/Also/In addition	**5.** For these reasons/In short/As I have noted	

5 This task can be done in small groups where each group chooses one question. They then agree on an opinion and work together to brainstorm the ideas to argue for their points. Each member will need to write his/ her own piece. Remind Ss to use the connectors they have learnt earlier in order to better organise their ideas.

Sample:

I believe the best leisure activity for teenagers is any group activity. This could be playing a team sport or joining a hobby group or even volunteering. Firstly, teenagers like to feel that they belong to a group. Secondly, being part of a group helps teenagers make friends. Friendships are very important to teenagers. In addition, they will make friends with people who have the same interests as them. For these reasons I think group activities are best for teenagers.

LOOKING BACK

Vocabulary

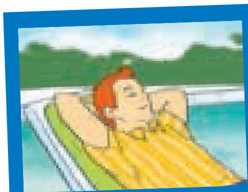
1 Which one is the odd one out?

1. a comedy, a movie, DIY, a thriller
2. emailing, hanging out, blogging, surfing the net
3. cinema, museum, hospital, community centre
4. love, fancy, like, enjoy, detest
5. good, boring, exciting, relaxing
6. ☺, <3, computer, how r u?

2 Rearrange the letters to find the name of the activities.



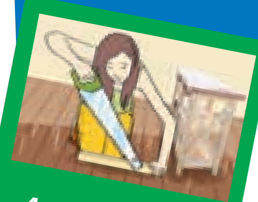
1. SOSINGCIALI with friends



2. REXINGLA



3. COMNICATINGMU with friends



4. DIONG DIY



5. USGIN computers



6. IGMAKN crafts

Grammar

3 Fill the gaps with the correct form of the verbs.

1. She adores ________ with young children. (work)
2. She likes ________ English with the new teacher. (learn)
3. They hate ________ their son texting his friends all day. (see)
4. He doesn't mind ________ homework. (do)
5. I enjoyed ________ him last week in the library. (meet)
6. We prefer ________ outdoor games. (play)

4 Complete the following sentences with your own ideas.

1. My best friend doesn't mind __________.
2. Do you fancy __________?
3. My father used to hate __________, but now he likes doing it.
4. I love __________.
5. My cousin detests __________.

5 Read this paragraph from www.thinkuknow.co.uk by CEOP, the UK government agency that helps protect children from harm online and offline in the UK and internationally. Choose the most suitable words/ phrases to fill the gaps.

When you game online, be careful when you 'make friends' with strangers. What should you do? (1)__________, remember that it's easy to lie online and some of these 'online friends' may be adults who want to harm you. (2)__________, never give your personal information such as your full name or your hometown. (3)______________, only play online games when you have updated antivirus software. (4)__________, tell your parents what games you're playing and what you love about them. (5) __________, just like in the real world, you need to be careful when playing with strangers.

Because | Firstly | In short | Secondly | If | In addition | Thirdly

Communication

6 Choose from the leisure activities in this unit:

- one activity you think is fun
- one activity you think is boring
- one activity you think is exciting
- one activity you think is good for physical health
- one activity you think is good for mental health

Explain why you think so. Then exchange your ideas with a partner.

Finished! Now I can … .	✓	✓✓	✓✓✓
• talk about leisure activities • use verbs of liking+gerunds and *to*-infinitives • pronounce words containing the clusters /br/ and /pr/ correctly in isolation and in sentences • use signal words to write about my opinion in an organised way			

LOOKING BACK

Vocabulary

1 Ss complete this exercise individually or in pairs. Once they have finished they should be able to explain their answers as well. Accept different answers if Ss can explain their decisions logically.

Suggested answers:

1. DIY **2.** hanging out **3.** hospital **4.** detest **5.** boring **6.** computer

2 Ss complete this task individually.

Key:

1. socialising with friends	**2.** relaxing	**3.** communicating with friends
4. doing DIY	**5.** using computers	**6.** making crafts

Grammar

3 Ss work individually to complete the exercise. If time allows, T may ask Ss to swap their work with each other for peer correction.

Key:	**1.** working	**2.** learning/to learn	**3.** seeing
	4. doing	**5.** meeting	**6.** playing/to play

4 Have Ss complete the sentences using their own ideas. Remind them to use gerunds or *to*-infinitives. Have some Ss read out their sentences. Accept all answers as long as they make sense.

5 Ss work individually then compare their answers with a partner.

Key: **1.** Firstly **2.** Secondly **3.** Thirdly **4.** In addition **5.** In short

After Ss have finished T may explain to them that they can register as a user on the website www.thinkuknow.co.uk in order to be protected when they go online.

Communication

6 Allow Ss plenty of time to do this task. For each activity they choose, they should be able to give at least one reason that led them to the decision. Then Ss work in pairs to exchange their ideas.

Finished!

T asks Ss to complete the self-assessment. Have Ss discuss as a class what difficulties remain and what areas Ss have mastered.

PROJECT

Join our leisure activity!



In a small group decide on a leisure activity that you would like to organise. It could be a team sport, or a craft-making activity. Plan a poster advertising your activity. Include the following on your poster:





- Explain the activity and include some pictures
- Explain why this activity is fun/ exciting/ interesting
- Give information about the meeting time and place
- Tell classmates what they should bring to do the activity

Use the poster to present the activity to the rest of the class. See how many classmates will sign up to your activity.

PROJECT
Join our leisure activity!

Explain that Ss are going to make a poster to promote a group leisure activity.

Place Ss into groups of about six. Give them plenty of time to brainstorm ideas for a group activity. Explain that a good activity will be one that at least some members of the group feel passionate about, or know something about. Move around the groups and give help where needed.

Once the groups have chosen their activities, appoint a leader for each group. Ask that person to divide the work between the members of the group. For example, one student can think about how to explain the activity, while another can think of reasons why their classmates should sign up to do this activity, etc.

Next, the groups should design their promotional posters. They may need to do this out of class hours as homework.

Finally, give each group five minutes to present and promote their activity to the rest of the class. Once every group has presented, ask for a show of hands to select the most popular activity. Remember that Ss can only vote once.

Alternative project ideas:

- Plan a trip to the local cultural centre to find out what classes/ clubs/ activities are being offered for teenagers. Note down as much detailed information about these activities as possible, such as time, cost, how to join, etc. Write a report for the class.
- Visit your local or school library as a group. Each group member chooses a book to read. Meet again after one or two weeks in a place outside school to report on what you have read. As a group, take notes about the books (in either English or Vietnamese) and bring the book reviews to class to recommend them to other groups.

Unit 2 LIFE IN THE COUNTRYSIDE

THIS UNIT INCLUDES:

VOCABULARY
Life in the countryside

PRONUNCIATION
Clusters: /bl/ and /cl/

GRAMMAR
Comparative forms of adjectives: review
Comparative forms of adverbs

COMMUNICATION
Talking about life in the countryside and the ways it has changed

GETTING STARTED

It's harvest time.







1 Listen and read.

Nguyen: Nguyen speaking.

Nick: Hi Nguyen, how's your stay there?

Nguyen: Hi Nick! Well, it's more exciting than I expected.

Nick: What are you doing?

Nguyen: Lots of things. It's harvest time, so we help load the rice onto buffalo-drawn carts, ride it home and dry it. Have you ever ridden a cart?

Nick: No, but I'd like to.

Nguyen: And sometimes I go herding the buffaloes with the boys.

Nick: You've made new friends?

Nguyen: Yeah – right on my first day. They came and we went flying kites together.

Nick: Where can you buy a kite in the countryside?

Nguyen: The people here don't buy kites – they make them. My grandfather's made me the largest, most colourful kite I've ever had. It looks great up there in the sky.

Nick: Oh, I'm so envious!

Nguyen: Ha...ha... I guess. I live more happily here, and there's still a lot more to explore.

Nick: Sounds great!

Nguyen: And everything seems to move more slowly here than in the city.

Nick: I wish I could join …

Objectives:

By the end of this unit, students can:

- pronounce correctly words containing the clusters /bl/ and /cl/
- use the lexical items related to the topic of life in the countryside
- use comparative forms of adverbs of manner
- read for specific information about an unusual lifestyle in the countryside
- talk about what they like or dislike about life in the countryside
- listen for specific information about changes in the countryside
- write a short paragraph about changes in the countryside

GETTING STARTED

It's harvest time.

Introduction

Review the previous unit by calling on some Ss to act out some leisure activities. The class makes a guess. Then ask Ss to decide which leisure activities are more common in the countryside and why.

Write the word 'countryside' on the board. Brainstorm words and phrases describing activities which take place in the countryside. For more advanced classes, some comparisons of the countryside and the city can be encouraged here.

1 Ask Ss to look at the title of the conversation and the picture and ask them some prediction questions about what they are going to read. The questions may be:

What is the conversation about?

Which season is harvest time in?

What do you think the countryside is like at harvest time?

What do the farmers do?

What do the children do?

Encourage Ss to answer the questions. Their answers can be as simple as one word or phrase. Play the recording. Ss listen and read. Ask Ss if their predictions are correct.

a **Are these sentences true (T) or false (F)?**

	T	F
1. Nguyen didn't think country life could be so interesting.	☐	☐
2. Nguyen never joins the boys in herding the buffaloes.	☐	☐
3. Rice is transported home on trucks.	☐	☐
4. Nick would like to visit the countryside at harvest time.	☐	☐
5. Nguyen thinks life in the city is faster than that in the countryside.	☐	☐

b **Answer the following questions.**

1. Where is Nguyen now?
2. When was he able to make new friends?
3. What is Nguyen's kite like?
4. Who is Nguyen probably staying with?
5. Does Nick want to be there with Nguyen?

c **Complete the sentences with the words in the box.**

buffalo-drawn cart	colourful
herding	move slowly
harvest time	paddy field

1. When a thing has lots of bright colours, it is ____________.
2. When people are not in a hurry, they __________.
3. A busy time when people collect their crops is called ___________.
4. A place where rice grows is called a __________.
5. My brother is taking his buffaloes out to feed them. He's ____________ them.
6. Rice is loaded onto a ______ to transport it home.

d **In groups, discuss and find how Nguyen feels about his stay in the countryside. Tick (✓) the appropriate box. Look for expressions from the conversation to support your ideas.**

1. He likes it. ☐
2. He doesn't mind it. ☐
3. He doesn't like it. ☐

2 Match the activities with the pictures.

1. flying a kite
2. herding buffaloes
3. riding a horse
4. collecting water
5. drying the rice
6. loading the rice

a


b


c


d


e


f


3 Can you think of some more things that children do in the countryside? Make a list.

Example:

- They climb trees.
- They go swimming in the river.

Share your list with the class.

4 GAME: COUNTRYSIDE CHARADES

Play charades in two teams using the class list of countryside activities from **3**. The teacher whispers an activity to one person from Team 1. This person mimes the activity for their team to guess. If their team guesses incorrectly, Team 2 can try. The teams take turns until all the activities have been mimed. The team with the most points wins.

a Ss work independently. Ask them to read the sentences and decide if they are true or false. Ss compare answers with a partner. Have Ss correct the false sentences. T writes the correct answers on the board.

Key: **1.** T **2.** F **3.** F **4.** T **5.** T

b Ask Ss to try to answer the questions without referring to the conversation first. Then Ss refer to the conversation again for the correct answers. Correct the answers as a class.

Key: **1.** He's in the countryside. **2.** Right on his first day there. **3.** It's big and colourful. **4.** His grandfather. **5.** Yes, he does.

c Ask Ss to look at the words in the box and make sure they understand their meanings. If they do not, ask them to refer to the conversation and have a guess. Then ask them to do the exercise. When they finish, ask them to check their answers with their partner.

Key: **1.** colourful **2.** move slowly **3.** harvest time **4.** paddy field **5.** herding **6.** buffalo-drawn cart

d Have Ss work in small groups to discuss and tick the correct box and look for expression(s) to support their answer.

Suggested answers:

He likes it.

'… it's more exciting than I expected.'

'It (the kite) looks great up there in the sky.'

'I live more happily here, and there's still a lot more to explore.'

2 Ss work independently to label the pictures. Have them compare their answers with a partner. T writes the correct answers on the board.

Key: **1.** e **2.** f **3.** a **4.** c **5.** d **6.** b

3 Ss work in pairs to brainstorm some more countryside activities. Give them a time limit, for example, two minutes to make their lists. Call on each pair to share their list with the class. T writes the combined list of activities on the board and leaves it there to be used in the next activity. Before moving on, T makes sure everybody understands all the vocabulary on the board.

4 **Game: Countryside charades**

Divide the class into two teams for this game. Ss find a relevant name for their team such as the 'horses' and the 'buffaloes'. Play charades with the countryside activity vocabulary from **2** and the Ss' list on the board. To increase the fun element, give the teams a time limit of 10 seconds to guess the activity before it moves to the other team. T keeps score on the board and announces the winning team at the end.

A CLOSER LOOK 1

Vocabulary



1 **Listen and repeat the words.**

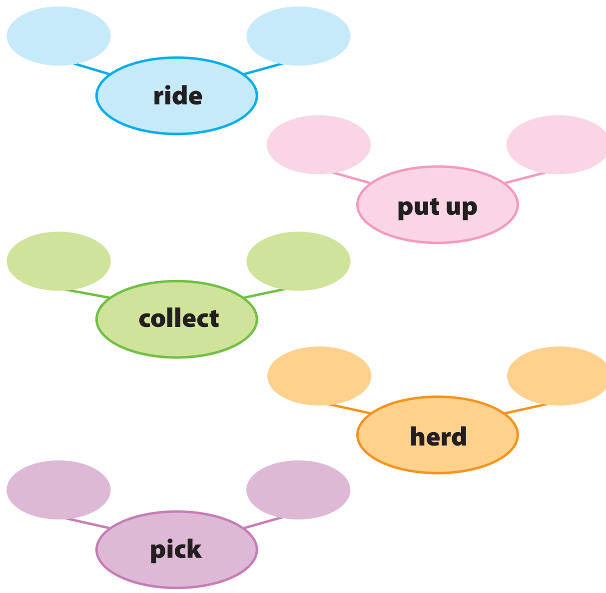
1. slow	6. boring
2. colourful	7. inconvenient
3. friendly	8. vast
4. hard	9. peaceful
5. brave	10. nomadic

2 **Put the words in 1 into the appropriate category. Some words can be used in more than one category.**

To describe…	Words
people	
life	
scenery	

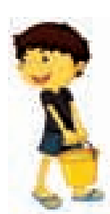
3 **Match the nouns/ noun phrases in the box with each verb.**

hay	a pole	wild flowers
water	a camel	the buffaloes
a horse	apples	
a tent	the cattle	



4 **Use the words in 1 and 3 to complete the sentences. Remember to use the correct form of the verbs.**

1. When summer comes, we enjoy ____________ blackberries.
2. Our village has no running water, which is __________. We have to help our parents to __________ water from the river.
3. In the countryside, children learn to ____________ the cattle when they are small.
4. Have you ever __________ a horse? I think one has to be __________ to do it.
5. You can relax in the countryside. It's so ________.
6. __________ life is hard because people have to move a lot.
7. The sky is __________ here in the countryside. There are no buildings to block the view.
8. We worked together to ____________ this tent. It was __________ work.


A CLOSER LOOK 1

Introduction

Remind Ss of the vocabulary they learnt in **GETTING STARTED** before moving on to this lesson which focusses on words describing the countryside.

Vocabulary

1 Ss listen to the recording and repeat the words. Make sure that they pronounce the words with the correct stress patterns. Now check understanding of these words. Elicit ideas from Ss. Say, for example, 'Give me an example of something vast.' Go through all the words in this way to make sure everyone understands them.

Audio script:

1. slow **2.** colourful **3.** friendly **4.** hard **5.** brave
6. boring **7.** inconvenient **8.** vast **9.** peaceful **10.** nomadic

2 Ss work individually. Ss compare their answers with a partner and then discuss as a class. There may be some variations in the answers. For a more able class, encourage Ss to explain why they choose that word for the category.

Key:

To describe…	Words
people	friendly, brave, boring, nomadic, colourful
life	slow, hard, boring, inconvenient, peaceful, nomadic, colourful
scenery	colourful, vast, peaceful

3 Make sure Ss understand the meanings of the verbs first. There may be some confusion about the difference between 'pick' and 'pick up'. Explain that 'pick' is the specific verb used for collecting fruit, vegetables or flowers though the action is the same as the more general term 'pick up'. Ss then work independently or in pairs. When they have finished, let them exchange their answers with a partner/another pair. Then T elicits the correct answers.

Key:
ride: a horse, a camel
put up: a tent, a pole
collect: hay, water
herd: the buffaloes, the cattle
pick: wild flowers, apples

4 Ss use the vocabulary they have learnt in **1** and **3** (**1** for adjectives and **3** for verbs) to do this exercise. Ask Ss to look at the sentences and decide if an adjective or a verb is missing. This narrows down the area of words they need to refer to. Ss then complete the sentences by themselves. Check the answers as a class.

Key: **1.** picking **2.** inconvenient, collect **3.** herd **4.** ridden, brave
5. peaceful **6.** Nomadic **7.** vast **8.** put up, hard

Pronunciation

Clusters: /bl/ and /cl/

5 **Listen and repeat the words. Pay attention to the initial clusters.**

1. blackberry	2. clothing
3. climb	4. blind
5. click	6. clay
7. bloom	8. blossom
9. clock	10. clear

6 **Listen and circle the words you hear.**

1.	blame	claim
2.	class	blast
3.	clue	blue
4.	clock	block
5.	blow	close

7 **Listen to the sentences and repeat.**

1. The wind is blowing so hard.
2. These people have climbed to the top of the mountain.
3. The tree is in full bloom.
4. Look at the clear blue sky.
5. Blind people can read with Braille.



A CLOSER LOOK 2

Grammar



Comparative forms of adjectives: review

1 **Complete the passage below with a suitable comparative form of the adjectives provided.**

Sometimes I hear adults around me say that it is (0. good) <u>*better*</u> for children to grow up in the city than in the countryside. They say that the city offers a child more opportunities for (1. high) ________ education, and (2. easy)________ access to (3. good) ________ facilities. Life there is (4. exciting) ________ and (5. convenient) ________.

They may be right, but there's one thing they might not know. I feel (6. happy) ______ here than in a crowded and noisy city. Country folk are (7. friendly) ______ than city folk. I know every boy in my village. Life here is not as (8. fast) ________ as that in the city and I feel (9. safe) ________. Perhaps the (10. good) ________ place to grow up is the place where you feel at home.

Comparative forms of adverbs

1. ***more/ less + adverb + (than)*** is the form of comparative for almost all adverbs of manner ending in ***ly***.

Examples:

Can you walk *more slowly?* I can't catch up with you.

Hanh acts *less responsibly than* anyone here.

2. ***adverb + er + (than)*** is the form of comparative for adverbs of manner with the same form as adjectives.

fast → faster　　ealy → earlier

hard → harder　　late → later

Example:

The rain is coming. Let's run *faster.*

3. Some irregular forms of adverbs of manner:

well → better

badly → worse

Example:

I believe you'll do *better* in the next test.

Pronunciation

Clusters: /bl/ and /cl/

5 Ss listen and repeat. Pause the recording to drill difficult items. Have Ss say the words individually or in small groups.

Audio script:

1. <u>bl</u>ackberry	2. <u>cl</u>othing	3. <u>cl</u>imb	4. <u>bl</u>ind	5. <u>cl</u>ick
6. <u>cl</u>ay	7. <u>bl</u>oom	8. <u>bl</u>ossom	9. <u>cl</u>ock	10. <u>cl</u>ear

6 Have Ss listen and circle the words. Have Ss do the activity in pairs and challenge each other to choose the correct words.

Audio script:

1. blame
2. blast
3. blue
4. clock
5. close

Key:

1.	(blame)	claim
2.	class	(blast)
3.	clue	(blue)
4.	(clock)	block
5.	blow	(close)

7 Have Ss look at the sentences and underline the words with clusters /bl/ and /cl/ first. Ss then listen and repeat.

Audio script:

1. The wind is <u>bl</u>owing so hard.
2. These people have <u>cl</u>imbed to the top of the mountain.
3. The tree is in full <u>bl</u>oom.
4. Look at the <u>cl</u>ear <u>bl</u>ue sky.
5. <u>Bl</u>ind people can read with Braille.

A CLOSER LOOK 2

Grammar

Comparative forms of adjectives: review

1 Remind Ss of comparative forms of adjectives learnt in previous lessons by asking questions like '*Which river is longer, the Mekong or the Red River?*', '*Who is the tallest boy in our class?*'...

Ss do exercise **1**. Go round and help Ss if necessary. Ss exchange their answers. Check as a class and write the answers on the board with the full forms of comparisons. Keep them for later reference when the comparative of adverbs is taught.

Key: 1. higher 2. easier 3. better 4. more exciting 5. more convenient 6. happier 7. more friendly 8. fast 9. safer 10. best

Comparative forms of adverbs

T first revises the different use of an adjective and an adverb. For example, T writes '*Life in the city is slow/slowly*' and '*He is moving slow/slowly*' for Ss to choose the right word for each sentence. T then introduces the comparative form of adverbs by changing the second sentence to '*He is moving more slowly than before.*' Elicit the form of comparative from Ss before letting them read number 1 in the table.

T then introduces comparatives of irregular adverbs like *fast, hard, late, early, well* and *badly*. Let Ss read numbers 2 and 3 in the table.

2 **Complete the sentences with suitable comparative forms of adverbs in the box.**

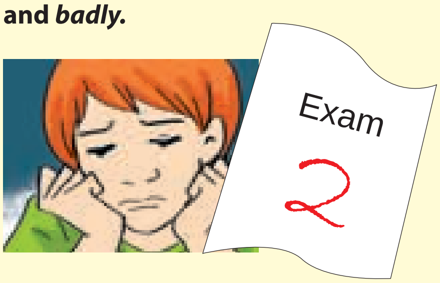


traditionally
soundly
generously
slowly
healthily



1. Can you speak __________ ? My English is not good.
2. After a hard working day, we usually sleep ______________.
3. Nowadays, people dress ______________, so it's difficult to say which country they are from.
4. It's not always true that rich people donate ______________ than poor people.
5. If you want to stay slim, you have to eat ______________.

3 **Finish the sentences below with a suitable comparative form of *hard, early, late, fast, well* and *badly.***

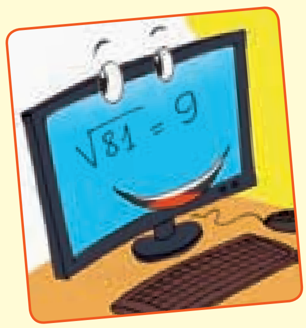


1. Your exam score is low. I am sure you can do _____________.
2. We'll be late for the fair. Can you drive _____________?
3. On Sunday, we can get up _____________ than usual.
4. The farmers have to work _____________ at harvest time.
5. You look tired. Are you feeling _____________ than you did this morning?
6. My mother has to get up _____________ than us to milk the cows.

4 **Underline the correct comparative forms to complete the sentences.**

1. People in rural areas of Britain talk *optimistically/ more optimistically* about the future than city people.
2. In India, rural areas are more *popularly/ popular* known as the 'countryside'.
3. A village is *less densely populated/ more densely populated* than a city.
4. City people seem to react *quickly/ more quickly* to changes than country people.
5. Medical help can be *less easily/ more easily* obtained in a city than in the countryside.
6. A buffalo ploughs *better/ more well* than a horse.

5 **Write the answers to the questions below.**





1. Which place is more peaceful, the city or the countryside?

→ ______________________________________

2. Which works faster at calculus, a computer or a human being?

→ ______________________________________

3. Which one is harder, life in a remote area or life in a modern town?

→ ______________________________________

4. Which city is more expensive, Ho Chi Minh City or Hue?

→ ______________________________________

5. Who can smell better, animals or human beings?

→ ______________________________________

2-3 These exercises can be done after T introduces comparative forms of different adverbs (number 1-2-3 in the table). Ss do the exercises individually. T checks as a class.

Alternative: Ss do exercise **2** after the introduction of comparative forms of regular adverbs, and exercise **3** after the introduction of irregular adverbs. This helps Ss to concentrate more on the practice of each group of adverbs instead of trying to remember a lot of rules before actually doing the exercises.

2

Key:

1. more slowly **2.** more soundly **3.** less traditionally
4. more generously **5.** more healthily

3

Key:

1. better **2.** faster **3.** later **4.** harder **5.** worse **6.** earlier

4 Have Ss do this exercise independently. T then checks the answers as a class.

Key:

1. more optimistically **2.** more popularly **3.** less densely populated
4. more quickly **5.** more easily **6.** better

5 Ss do this exercise independently. Walk around and help Ss who have difficulty writing the answers. Ss then check their answers with a partner. Check as a class and write the correct sentences on the board, underlining the comparatives.

Key:

1. The countryside is more peaceful (than the city).
2. A computer works faster at calculus (than a human being).
3. Life in a remote area is harder (than that in a modern town).
4. Ho Chi Minh City is more expensive (than Hue).
5. Animals can smell better than human beings.

COMMUNICATION

Extra vocabulary
disturbing
beehives



THE COUNTRYSIDE THROUGH VISITORS' EYES

1 Read the posts on 'Holidays in the Countryside'.

There was so much space! We could run around the fields and shout out loud without disturbing anybody.
Dennis from London

Swimming in the river, picking blackberries, collecting honey from beehives ... I have never had a more interesting vacation.
Julie from Paris

No running water. No electricity. And the only entertainment centre is miles away. Can't stay here any longer!
Phirun from Phnom Penh

I love the vast open spaces, the fresh air and the feeling of freedom in the countryside. They are experiences I can never have in Seoul.
Yumi from Seoul

I don't mind visiting those street markets where the locals sell their home-made products. However, city life is more exciting.
Emi from Tokyo

Last week I went on a trip to the countryside and had my first experience of farm work: digging holes, planting vegetables and collecting tomatoes. Unforgettable!
Lan from Ha Noi

Country life doesn't excite me at all. So boring and inconvenient.
Bob from Hong Kong

2 What are the attitudes of these people towards their experiences? Tick (✓) the appropriate box.

	Positive ☺	Neutral 😐	Negative ☹
Dennis from London			
Julie from Paris			
Phirun from Phnom Penh			
Yumi from Seoul			
Emi from Tokyo			
Lan from Ha Noi			
Bob from Hong Kong			

3 Work in groups. Reply to the posts in 1. Write down your replies.

Example:

@ Bob: In my opinion, the countryside has benefits that a boring person would never discover.
Helen from Devonshire

@ Bob: I think this is one of the reasons for urbanisation.
Vu from Da Nang

Discuss and share your replies with the class.

COMMUNICATION

Introduction

This page looks at online posts, which are common features of social media sites. They allow people to review things or give their opinions about things. They also allow others to respond to the posts with their own opinions. As such, an online dialogue occurs. The writing style of online posts is usually short, informal and honest or direct.

T refers to the words in the **Extra vocabulary** box. Ask Ss if they know their meanings. If they don't, wait until Ss have done the reading. Then ask them to guess the meaning of each word in context.

1 Explain that Ss are going to read some online posts from people all over the world. Elicit from the Ss where these people live. Establish that they all live in big cities. They are talking about their experiences of staying in the countryside. They all have very different opinions of the experience. Now ask Ss to read the posts. Check that everybody understands the meaning of each post before moving on.

2 Ss do this exercise independently. Ask them to look for expressions which help them decide their answers. Then Ss can compare their answers with a partner and discuss any differences. Then check the answers as a class.

Key:

	Positive	Neutral	Negative
Dennis from London	✓		
Julie from Paris	✓		
Phirun from Phnom Penh			✓
Yumi from Seoul	✓		
Emi from Tokyo		✓	
Lan from Ha Noi	✓		
Bob from Hong Kong			✓

3 Put Ss into groups of between five and seven. Explain that now they have a chance to reply to each post with their own opinions. Hand out a piece of blank paper for each post. Have the groups write the name of each post at the top, e.g. *Bob from London*. Each student writes a short reply to a post and then passes the paper to the person on their left. They take the next paper from the person on their right. They read the reply and then add their own. Continue passing the papers around until everyone has replied to every post. Ss refer to the examples as models for their answers. If time is short, Ss can do the replies to three or four posts. Encourage Ss to choose a variety of posts with different attitudes. Ss write down their replies. Then ask each group to read out one of their reply chains to a post and discuss it as a class.

Reading



1 **Quickly read the passage and choose the most suitable heading A, B, or C for each paragraph.**

A. Nomadic children's lives
B. The importance of cattle to the nomads
C. The nomads' home

NOMADIC LIFE ON THE GOBI HIGHLANDS

1. ____________________

We don't live a normal life like many other people. We live a nomadic life. This means we move two or three times a year to look for new pastures - grasslands - for our cattle. The cattle provide most of our needs: dairy products, meat, and clothing.

2. ____________________

We live in a *ger*, our traditional circular tent. It keeps us cool in summer and warm in winter, even when the temperature drops to -50°C. It can be put up then taken down and transported.

3. ____________________

For most of the year, we are surrounded by vast pastures, rivers and mountains. We see few people from the outside world. When we are small, we play on our land and with the animals. The horse is our best friend. Any nomadic child can ride a horse. We learn from an early age to help in the family, from household chores to heavier work like herding the cattle. We also learn to be brave.

2 **Match the descriptions with the words / phrases from the passage.**

Words/ Phrases	Descriptions
1. a *ger*	**a.** a life on the move
2. dairy products	**b.** a circular tent in which Mongolian nomads live
3. cattle	**c.** grasslands
4. nomadic life	**d.** milk, butter, cheese
5. pastures	**e.** cows, goats, buffaloes…

3 **Read the passage again and choose the best answer A, B, C, or D.**

1. We live ________ other people.
A. a different life to
B. similarly to
C. the same life as
D. in exactly the same way as

2. We have to move in order to ________.
A. change our lifestyle
B. look for better weather
C. look for food for our cattle
D. be closer to the city

3. Our cattle can provide us with ________.
A. most of our needs
B. food only
C. means of transport only
D. anything we want

4. When we move to a new place, we ________.
A. have to make a new *ger*
B. put up the *ger*
C. buy a new *ger*
D. share a *ger* with our neighbours

5. Nomadic children ________.
A. play the same games as other children in the world
B. use nature and their animals as playthings
C. do not like toys
D. spend all their time helping with housework

6. Mongolian children in the Gobi learn ________.
A. to ride a goat
B. to live in the mountains
C. to be generous
D. to help with household chores

SKILLS 1

Introduction

T writes the phrase '*Gobi Highlands*' on the board and asks Ss if they know what and where it is. Then write the word *Mongolia* next to it. Ss brainstorm what they know about this country and its people. If possible, T shows Ss some pictures and asks Ss to pick the ones they think are of Mongolia.

Reading

1 Ask Ss to read the headings first and make sure they understand their meanings. They then read each part of the passage and choose the correct heading for it. If time allows, ask Ss to underline the words/ phrases which help them make their decision. Ss exchange their answers. Allow them some time to explain to one another about their choice. T checks the answers as a class.

Key: **1.** B. The importance of cattle to the nomads
2. C. The nomads' home
3. A. Nomadic children's lives

2 Ask Ss to read the passage again and underline the words (1-5) in the passage. They then try to guess the meanings of these words, based on the context. Ss complete the exercise independently.

Key: **1.** b **2.** d **3.** e **4.** a **5.** c

3 Ss may be able to remember the main information of the passage without having to reread it. Ask them to read the questions and do the exercise independently. T may guide Ss to look for keywords which can help them find the part of the passage where the information for the answers is given.

Key: **1.** A **2.** C **3.** A **4.** B **5.** B **6.** D

Speaking

4 Ss should individually refer to the passage and underline at least one thing they like about Mongolian nomadic life and one thing they don't like about it. They can then start the interview; one asks and one answers, based on the facts they have underlined. Encourage them to follow up and talk about as many different details as possible.

To follow up, T can ask some pairs to report on their likes and dislikes. T can make two lists of their likes and dislikes on the board and see which ideas are the most common.

5 a & b Ss move from talking about nomadic life to the countryside in Viet Nam. Ss work in pairs, discussing which two things they both like and which two things they both dislike. They can make a list in order to report to the class later.

For more advanced Ss, and if time allows, let the whole class listen to each list and discuss what they think about these likes/dislikes.

Speaking

4 **Work in pairs. Interview your partner to find out what he/ she likes/ doesn't like about the life of the nomads.**

Example:

A: What do you like about their nomadic life?
B: Well, the children learn to ride a horse.
A: And what don't you like about it?
B: They can't live permanently in one place.

5a **Work in pairs. Discuss and find:**

- two things you like about life in the countryside
- two things you don't like about life in the countryside

Explain your choice.

b **Report your findings to the class.**

Example:

Both of us love picking fruit in the summer. It can be hard work but very satisfying.



SKILLS 2

Listening

1 **Listen to a boy talking about changes in his village and tick (✓) the changes he mentions.**



A. ________ the roads in the village
B. ________ electrical appliances in the homes
C. ________ means of transport
D. ________ entertainment
E. ________ school
F. ________ visitors

2 **Listen again and say if the sentences are true (T) or false (F).**

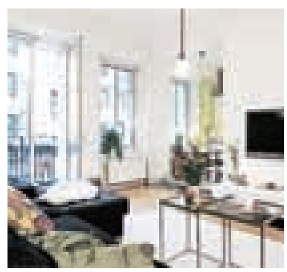
1. Nobody lives in an earthen house now.
2. The village has electricity now.
3. Horses are still the only means of transport in the village.
4. The children used to go a long way to school.
5. More visitors are coming to see them.

3 **Listen again and answer the questions in no more than FOUR words.**

1. Who often tells the boy stories about the past?
2. What do the villagers now know more about?
3. Where is the new school?
4. What do the visitors want to experience in the village?

Writing





4 **What do you think?**

Which change(s) in the Listening do you see as positive? Which do you see as negative?

Support your opinion with a reason. Write it out.

Example:

It's good for the villagers to have TVs. They can now have more fun and learn more about different people and different places.

5 **Work in groups. Discuss and find some changes in a rural area. Make notes of the changes.**

6 **Write a short paragraph about the changes.**

SKILLS 2

Listening

1 Give Ss time to look at the changes (A-F). Ask questions to make sure that Ss understand the meanings of the words/phrases. T plays the recording and Ss tick the changes which are mentioned.

Key:
A. ______ the roads in the village
B. ___✓___ electrical appliances in the homes
C. ___✓___ means of transport
D. ______ entertainment
E. ___✓___ school
F. ___✓___ visitors

2 Give Ss time to read the sentences. Check if they know the word 'earthen'. Ss listen to the recording again (as many times as needed or if time allows) and complete the exercise. T checks their answers as a class.

Key: **1.** F **2.** T **3.** F **4.** T **5.** T

3 Ask Ss to read the questions first to see what kind of information they need to find. Some Ss might be able to answer some questions without listening to the recording again. T plays the recording. Ss listen and decide what word/phrase to write down for the answer. They can compare their answers with a partner. T checks as a class.

Note: Some Ss may not be familiar with short answers. You may allow them to answer the questions in full first and see what they can do to shorten their answers to within four words. Ask them to focus on the keywords.

Key: **1.** His parents. **2.** Life outside their village.
3. Nearby/ Near the village. **4.** A nomadic life.

Audio script:

I live in a mountain village. My parents often tell me stories about their life in the past. It's not much like the village I can see nowadays.

Some villagers now live in brick houses instead of earthen ones. Our houses are better equipped with electric fans and TVs. Thanks to the TV, we now know more about life outside our village. We don't use oil lamps any more. We have electric lights which are much brighter. More villagers are using motorcycles for transport instead of riding a horse or walking. We – village children – no longer have to walk a long way and cross a stream to get to school, which is dangerous in the rainy season. Now there's a new school nearby. We also have more visitors from the city. They come to experience our way of life.

Writing

4 First, remind Ss of the changes in the village from the listening passage. T can help by writing the changes in brief on the board as a guide for the writing exercise. For example:

- *earthen houses* → *brick houses*

Ss can use this information and the example given in **4** to write their opinions about the changes.

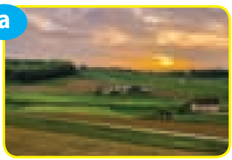
5 Place Ss into small groups of three or four. Ss in each group work together to decide which rural area they will talk about. They then discuss and note down some changes they can find in this area.

6 Ss use their notes about the changes in a rural area to write a paragraph describing the changes. T can guide their writing by providing them with some key words/phrases like 'The first change is…' or 'The change we are most interested in is …' . If there is not enough time to write the paragraph in class, T can assign it as homework.

LOOKING BACK

Vocabulary

1 Use the words and phrases in the box to describe the pictures. Some words/ phrases may be used for more than one picture.

a

____
____
____
____

b

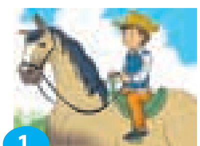
____
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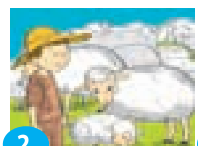
c

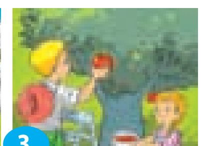
____
____
____
____

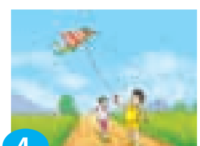
colourful
peaceful
nomadic life
vast
quiet
inconvenient
ger
pasture
cattle
rice
horses
paddy fields
harvest time

2 Look at each picture and write a sentence describing what each person is doing. Use the verbs in brackets.


1 (ride) ________


2 (herd) ________


3 (pick) ________

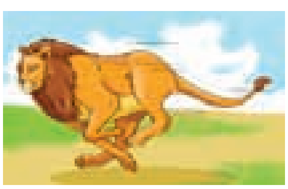
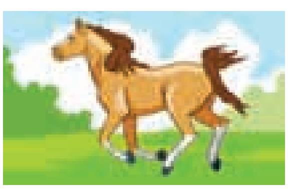

4 (fly) ________


5 (run around) ________


6 (collect) ________

Grammar

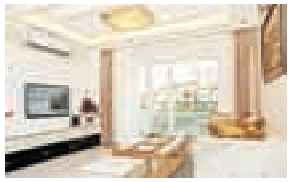
3 Look at the pictures and complete the sentences, using suitable comparative forms of the adverbs in brackets.

1. A lion runs ________ a horse. (fast)




2. The Great Wall was built ______ the White House. (early)




3. Homes in the city are often ________ furnished ________ those in the countryside. (well)




4. A racing driver drives ______________ a normal motorist. (skillfully)




5. A house is ____________ decorated at New Year ________ during the year. (beautifully)

4 Read the situations and complete the sentences with suitable forms of the adverbs in brackets.

1. A horse can run 80km/hr while a camel can only run 12km/hr. (fast)

→ A horse can run ____________________________

2. According to a survey, 75% of the population in the countryside are happy with their life. This rate in the city is only 47%. (happily)

→ People in the countryside live ________________

3. Unlike many other jobs, farmers depend heavily on the weather. (heavily)

→ Farmers depend ____________________________

4. We are both bad at swimming but I'm better than my sister. (badly)

→ My sister swims ____________________________

LOOKING BACK

Encourage Ss to complete **LOOKING BACK** without referring to the previous sections in the unit. Ss should use what they remember from the unit to complete this section.

Ss should record their results for each exercise in the **LOOKING BACK** section in order to complete the final **Finished! Now you can. . .** assessment and identify areas for review.

Vocabulary

1 Ss complete this exercise independently. T checks the answers.

> ***Key:***
> ***Picture a:*** peaceful, vast, quiet, pasture, paddy field
> ***Picture b:*** quiet, colourful, paddy field, harvest time, rice
> ***Picture c:*** peaceful, vast, quiet, nomadic life, inconvenient, *ger*, pasture, cattle, horses

2 Ss look at each picture, then at the verb that goes with it. Ss write the sentences in their full forms. T goes round while Ss are writing and helps them with any difficulties. When Ss have finished, T can choose some sentences and asks Ss to write them on the board. T gives feedback. If a sentence is incorrect, ask Ss to correct it.

> ***Suggested answers:***
> 1. A boy is riding a horse.
> 2. A man is herding his cattle/sheep.
> 3. A girl is picking apples (from an apple tree).
> 4. A boy is flying a kite.
> 5. The children are running around in the fields/ countryside.
> 6. A woman is collecting water from the river.

Grammar

3 Ss complete this task independently. They can then exchange their answers with a partner. T checks as a class.

> ***Key:*** **1.** faster than **2.** earlier than **3.** better – than
> **4.** more skillfully than **5 .** more beautifully – than

4 Ask Ss to read the situations carefully and decide which two things are being compared.
Ss may refer to the completed sentences in **3** as a guide for this sentence completion.
Ss complete the exercise independently and then compare their answers with a partner. T checks as a class.

> ***Key:*** **1.** … faster than a camel.
> **2.** … more happily than those in the city.
> **3.** … more heavily on the weather than people in many other jobs.
> **4.** … worse than I do.

Communication

5 Work in groups.

You are planning a trip to the countryside.
Work together and answer the question:

What will you do during the trip to the countryside?

Write the answers in the table below.



Person's name	Activity
1	
2	
3	
4	

Report your findings to the class.

Finished! Now I can… .	✓	✓✓	✓✓✓
• use words/ phrases to describe life in the countryside			
• use comparative forms of adverbs of manner			
• pronounce words containing clusters /bl/ and /cl/corectly in isolation and in sentences			
• talk and write about life in the countryside and ways it has changed			

PROJECT

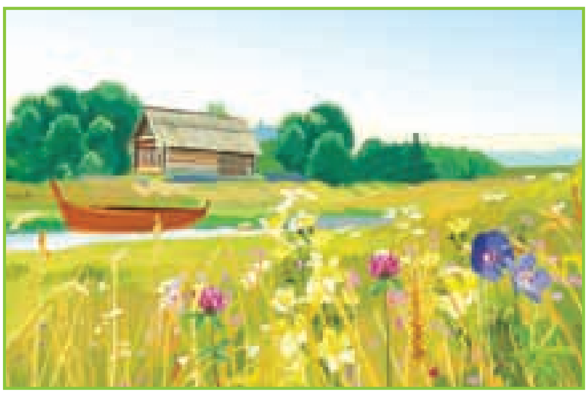
I love the countryside

Work in groups of four or five. Take turns to draw a group picture of a place you would like to live in the countryside. Then make a list of:

1. the things you have in your picture
2. the activities you can do there

Show your drawing to the class and talk about it.

Example:



1.

- a wooden house
- a beautiful river
- a boat
- a field of wild flowers

2

- biking along the river
- picking wild flowers
- swimming in the river
- boating on the river



Communication

5 Ss work in groups. They take turns to ask the questions and note down the answers. The group then assigns a group representative to report their findings to the class.

Finished!

T asks Ss to complete the self-assessment. Discuss as a class what difficulties remain and what areas Ss have mastered.

PROJECT
I love the countryside

This project aims to revise the vocabulary and recall the images of the countryside Ss have looked at so far. It also encourages Ss to create a rural place they dream of or would like to live in. Have them imagine the things they could do in such a place.

T then divides Ss into groups and instructs them on what they have to do. T hands out two pieces of paper – one for brainstorming ideas and a large piece of paper for drawing the picture. Encourage them to think creatively and daringly. If Ss have any difficulty with vocabulary, T moves around the groups and helps. The pictures will probably have to be finished out of class hours as homework.

Have Ss present their countryside pictures in the next lesson. When all the groups have given their presentation, the whole class can vote for the best.

Unit 3 PEOPLES OF VIET NAM

GETTING STARTED
At the Museum of Ethnology

THIS UNIT INCLUDES:

VOCABULARY
Different cultural groups of Viet Nam

PRONUNCIATION
Clusters: /sk/, /sp/ and /st/

GRAMMAR
Questions: review
Articles

COMMUNICATION
Talking about ethnic groups
Talking about their ways of life



1 Listen and read.

Duong & Nick: Good morning.

Guide: Good morning. Can I help you?

Nick: Yes, we'd like to know something about the cultural groups of Viet Nam.

Duong: Right. Is it true that there are 54 ethnic groups in our country?

Guide: Exactly.

Nick: How interesting! I'm curious about them now. Which group is the largest?

Guide: Well, the Viet (or Kinh) have the largest number of people, accounting for about 86% of the population. 53 others are called 'ethnic minority peoples'.

Nick: And where do they live?

Guide: All over the country. Some groups like the Tay, Hmong, Yao… live mostly in the mountainous regions in the north, and the Cham, Khmer, Ede… live in the Central Highlands and some southern provinces.

Nick: I see. And do they speak their own languages?

Guide: Yes, and they have their own ways of life, and customs and traditions.

Nick: That's awesome! I'd like to find out more about them.

Guide: OK. I'll show you round and tell you some interesting…

Objectives:

By the end of this unit, students can:

- pronounce words containing clusters /sk/, /sp/, and /st/ correctly in isolation and in context
- use the lexical items related to cultural groups of Viet Nam
- ask and answer different question types
- use articles *a, an,* and *the*
- read a passage about the life of an ethnic group
- talk about the life of ethnic groups
- listen for specific information about a traditional dish
- write the recipe for a traditional dish

GETTING STARTED

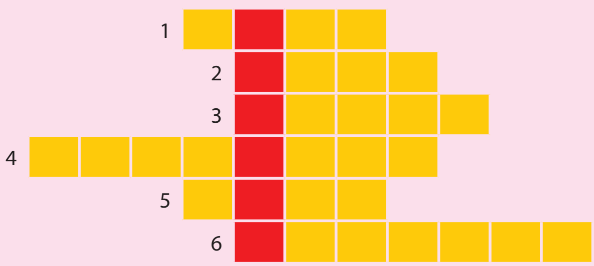
At the Museum of Ethnology

Introduction

Review the previous unit by asking Ss to solve a crossword puzzle. Draw the crossword on a big piece of paper. Tell Ss that the red word is the keyword of the new lesson. Divide the class into two teams. Ss from each team take turns to solve the puzzle. The game finishes when a student guesses the red word correctly.

Solve the crossword puzzle below.

1. I like to ______ buffaloes in the pastures.
2. The farmers are very busy during harvest ______.
3. Have you ever ridden a ______? You have to be brave to do it.
4. People in the countryside are often open and ______.
5. ______ was loaded onto a cart and transported home.
6. I think ______ life is more interesting than city life.



Key:

1				H	E	R	D				
2					T	I	M	E			
3					H	O	R	S	E		
4	F	R	I	E	N	D	L	Y			
5				R	I	C	E				
6					C	O	U	N	T	R	Y

Write the unit title on the board. Write the words/ phrases 'ethnic', 'ethnology', 'ethnic groups', and ask Ss to guess their meaning. T may also show a picture of a typical costume and talk about it with Ss.

1 Ask Ss to open their books to the lesson. T can ask Ss prediction questions. For more able classes, T can brainstorm questions with Ss and write them on the board. Questions may include:

- *What can you see in the picture?*
- *Do you know these characters?*
- *Where are they now?*
- *What are they talking about?*

Ss answer questions as a class. T plays the recording and has Ss follow along. T may want to ask Ss to track the dialogue with their fingers as they listen to the recording. Then come back to the earlier questions and have Ss answer them again. Do not give correction at this stage.

a **Find the opposite of these words in the conversation.**

1. boring
2. smallest
3. majority
4. northern

b **Read the conversation again and answer the questions.**

1. Where are Duong and Nick?
2. What do they want to know?
3. How many ethnic groups are there in Viet Nam?
4. Which ethnic group has the largest population?
5. Do the ethnic minority peoples have their own customs and traditions?

c **Can you find the following expressions in the conversation? Try to explain what they mean.**

1. Exactly.
2. How interesting!
3. I see.
4. That's awesome!

d **Work in pairs. Use facts from the conversation to make short role-plays using the expressions in c.**

Example:

Some groups live in mountainous regions.

How interesting!

Can you use *How* + other adjectives in your conversation?

Look out!

Can you tell the difference between 'people' and 'peoples'?

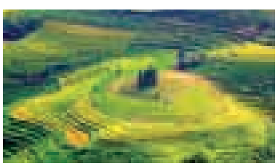


2 Use the words and phrases in the box to label each picture.

costume	five-coloured sticky rice	
open-air market	stilt house	folk dance
musical instrument	festival	terraced fields



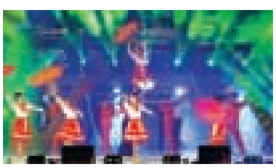
1. ______________________



2. ______________________



3. ______________________



4. ______________________



5. ______________________



6. ______________________



7. ______________________



8. ______________________

3 Complete the following sentences with the words and phrases in the box.

heritage site	stilt houses	terraced fields
member	ethnic	festivals

1. In our country, it is against the law to discriminate against any __________ or religious group.
2. My Son in Quang Nam Province has been recognised by UNESCO as a world __________.
3. __________ have been popular among many of Viet Nam's ethnic groups for a long time.
4. Lunar January is the time for important __________ in the whole country, especially in the north.
5. The exhibition building of the Museum of Ethnology was designed by the architect Ha Duc Linh, a __________ of the Tay ethnic group.
6. The __________ of Sa Pa have entered in the Top 11 most beautiful terraces in the world, according to Touropia.

4 GAME: QUICK QUIZ

Work in pairs. Ask and answer, using these cues.

1. - Which/ smallest population?
   - The Odu group
2. - The Hmong/ own language?
   - Yes
3. - Where/ the Coho/ live?
   - Lam Dong Province
4. - What colour/ the Nung's clothing?
   - Dark indigo
5. - Which/ larger population/ the Tay or the Thai?
   - The Tay
6. - Whose arts/ displayed/ a museum/ Da Nang?
   - The Cham's

a Ask Ss to read the conversation again and do the exercise in pairs or in groups. T writes the correct answers on the board.

Key: **1.** interesting **2.** largest **3.** minority **4.** southern

b Ss work individually to answer the questions. Ss compare answers with a partner and then discuss as a class. Then correct the answers.

Key: **1.** They are in the Museum of Ethnology.
2. They want to know about the ethnic groups of Viet Nam.
3. There are 54 (ethnic groups).
4. The Viet (or Kinh) have the largest population.
5. Yes, they do.

c Tell Ss to refer back to the conversation to find the expressions. Together with Ss, elicit the meaning of these four expressions. Then give examples. For more able classes, have Ss provide the examples of when these expressions would be used.

Key: **1.** Used as a reply, agreeing with what sb has just said, or emphasising that it is correct
2. *How* + adj/ adv: used to show a strong reaction to sth
3. Used to show you understand what someone said
4. Used to show that you think something is great

d Ask Ss to role-play the example conversation in pairs before creating their short role-plays. More able Ss can try to extend the conversation.
Encourage Ss to use *How* + as many adjectives as possible.

Look out!
Help Ss distinguish the two words.
'people' is used as the plural of 'person' to refer to men, women, and children
'peoples': ethnic groups of people who belong to a particular country, race, or area



2 Ss work in pairs and label each picture. Then let Ss read each word/ phrase correctly. Check and correct their pronunciation.

Key: **1.** five-coloured sticky rice **2.** terraced fields **3.** festival
4. folk dance **5.** open-air market **6.** musical instrument
7. costume **8.** stilt house

3 Ss do the task by themselves. After that they swap their answers with a partner. T corrects as a class. Then let them repeat the words/ phrases in chorus.

Key: **1.** ethnic **2.** heritage site **3.** Stilt houses
4. festivals **5.** member **6.** terraced fields

4 **Game:** Work in pairs. Ask and answer, using these cues. Ss work in pairs to ask and answer the questions. T gives correction. T may call on some pairs to talk before the class.

Key: **1.** Which ethnic group has the smallest population?
2. Do the Hmong have their own language?
3. Where do the Coho live?
4. What colour is the Nung's clothing?
5. Which group has a larger population, the Tay or the Thai?
6. Whose arts are displayed at a museum in Da Nang?

A CLOSER LOOK 1

Vocabulary

1 Match the adjectives in A with their opposites in B.

A	B
1. major	a. written
2. simple	b. insignificant
3. modern	c. complicated
4. spoken	d. minor
5. rich	e. basic
6. developed	f. poor
7. important	g. traditional

2 Use some words from 1 to complete the sentences.

1. Many ethnic groups have their own languages, and some even have ________ languages.
2. People in some far-away mountainous regions still keep their ________ way of life.
3. Gathering and hunting still play a(n) ________ role in the economy of the Laha.
4. Ethnic peoples in the mountains have a ________ way of farming. They use ________ tools to do the farm work.
5. The Muong in Hoa Binh and Thanh Hoa are well-known for their ________ folk literature and their traditional songs.

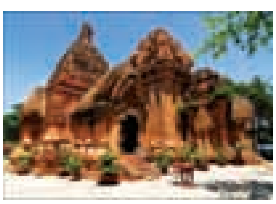
3 Work in pairs. Discuss what the word is for each picture. The first and last letters of each word are given.



1. c________y



2. p________a



3. t________e



4. 4. w________l



5. s______l *(khan pieu)*



6. b______t

Pronunciation

Clusters: /sk/, /sp/ and /st/

4 Listen and repeat the following words.

skateboard	stamp	speech
display	first	station
instead	crisp	school
basket	space	task

5 Listen again and put them in the right column according to their sounds.

/sk/	/sp/	/st/

6 Listen and read the following sentences. Then underline the words with the sounds /sk/, /sp/, or /st/.

1. The Hmong people I met in Sa Pa speak English very well.
2. You should go out to play instead of staying here.
3. This local speciality is not very spicy.
4. Many ethnic minority students are studying at boarding schools.
5. Most children in far-away villages can get some schooling.

A CLOSER LOOK 1

Introduction

Ss brainstorm the names of the ethnic groups they know, where they live, their costumes, their way of life, culture, folk songs … Encourage them to guess and call out as many words as possible.

Vocabulary

1 T may explain and give examples of adjectives. Ask Ss to give some more.
Then Ss work in pairs to match the adjectives with their opposites. T elicits the answers from the class.

Key: **1.** d **2.** c **3.** g
4. a **5.** f **6.** e **7.** b

If there is time, advanced Ss can write the words in sentences (or for homework).

2 Ss work individually to do the task. Some Ss may write the answers on the board. Check their answers.

Key: **1.** written **2.** traditional **3.** important
4. simple, basic **5.** rich

3 Ss work in pairs and discuss what the word is for each picture. Check the answers with the class. For more able Ss, ask them to give other words they know which are related to the life of ethnic minority people.

Key: **1.** ceremony **2.** pagoda **3.** temple (Ly Son)
4. waterwheel (in the north) **5.** shawl (of the Thai women) **6.** basket (of the Sedang)

Pronunciation

Clusters: /sk/, /sp/ and /st/

4 Play the recording and Ss repeat. T may pause the recording to drill difficult items. Play the recording as many times as necessary. Correct Ss' pronunciation.

Audio script: skateboard stamp speech display first station
instead crisp school basket space task

5 Play the recording again. Ss listen carefully and put the words in the right columns. Note that 'school' may cause some confusion because the sounds of /sk/ are spelled with the letters 'sch'. Ask Ss to give other words which contain these clusters.

Key:

/sk/	/sp/	/st/
skateboard	speech	stamp
school	display	first
basket	crisp	station
task	space	instead

6 Play the recording two or three times (or more if necessary). Help Ss recognise all the words with /sk/, /sp/, or /st/, then underline them as assigned.

Key: **1.** The Hmong people I met in Sa Pa <u>speak</u> English very well.
2. You should go out to play <u>instead</u> of <u>staying</u> here.
3. This local <u>speciality</u> is not very <u>spicy.</u>
4. Many ethnic minority <u>students</u> are <u>studying</u> at boarding <u>schools.</u>
5. <u>Most</u> children in far-away villages can get some <u>schooling</u>.

Grammar

Questions: review

1 **Read the passage.**



In a small village in the north, there is a stilt house. In the house, a Tay family are living together: the grandparents called Dinh and Pu, the parents called Lai and Pha, and three children called Vang, Pao and Phong. Every day the grandparents stay at home to look after the house. Mr Lai and Mrs Pha work in the fields. They grow rice and other plants. Mrs Pha goes to the market twice a week to buy food for the family. Mr Lai sometimes goes hunting or cutting wood in the forests. Pao and Phong go to the primary school in the village, but Vang studies at the boarding school in the town about 15 kilometres away. He goes home at the weekend.

The family live simply and they enjoy their way of life. There are a few difficulties of course. But they say they live more happily in their stilt house than in a modern flat in the city.

2 **Now write questions for these answers.**

Example: Answer → In the north.
Question → Where is the small village?

Answers:

1. A Tay family.
→ ____________________________________?
2. Three children.
→ ____________________________________?
3. Yes, they stay at home to look after the house.
→ ____________________________________?
4. Twice a week.
→ ____________________________________?
5. It is about 15 kilometres.
→ ____________________________________?
6. At the weekend.
→ ____________________________________?
7. They live happily.
→ ____________________________________?
8. No. They like living in their stilt house.
→ ____________________________________?

Look out!

Which is used instead of *what* or *who* to ask somebody to be exact about one or more people or things from a limited number:

- Which way leads to the town? This one.
- Which of you has to cook dinner? I do.



3 **Complete the questions using the right question words.**

1. A: __________ is the class monitor?
   B: Dan is.
2. A: __________ is the biggest house in this village?
   B: The communal house (nha rong) is.
3. A: __________ do you think is the most interesting museum in Ha Noi?
   B: The Museum of Ethnology.
4. A: __________ is more colourful, the Nung's or the Hoa's costume?
   B: The Hoa's, of course.
5. A: __________ is the waterwheel used for?
   B: It is used to get water to the fields.

4 **Work in pairs. Make questions and answer them.**

1. Who/ do/ shopping/ your family?
   ____



2. Who/ principal/ our school?
   ____



3. Which subject/ like better/ English/ Maths?
   ____



4. What/ most important festival/ Viet Nam?
   ____



5. Which ethnic group/ larger population/ Khmer/ Cham?
   ____



A CLOSER LOOK 2

Introduction

Ss have already learned Yes/ No questions and Wh-questions. Tell Ss that this is a review section. T may help Ss recall all types of questions and question words they have learned so far.

Grammar

Questions: review

1 Give Ss about five minutes to read the passage. T may call on some Ss to read aloud to the class. Correct their pronunciation, intonation and stress, and give explanation if necessary.

2 Ss work in groups or in pairs and write questions for the answers given. To check the work, have some Ss come up and write their questions on the board. Accept all question variations that are grammatically correct. T gives correction as a class.

Suggested answers:

1. Who is living in the house?
2. How many children do they have?
3. Do the grandparents stay at home?
4. How often does Mrs Pha go shopping?
5. How far is Vang's boarding school?/ How far is the town?
6. When does Vang go home (every week)?
7. How do they live?
8. Would they like to live (in a modern flat) in the city?

3 Ss work individually to complete the task. Then Ss compare their answers with a partner.

Key: **1.** Who **2.** Which **3.** Which **4.** Which **5.** What

4 Let Ss work in pairs. This should be a speaking activity, so encourage Ss to talk with fluency and accuracy, and as naturally as possible.

While Ss do their task, T goes around to monitor the whole class.

Questions:

1. Who does the shopping in your family?
2. Who is the principal of our school?
3. Which subject do you like better, English or maths?
4. What is the most important festival in Viet Nam?
5. Which ethnic group has a larger population, the Khmer or the Cham?

Answers:

1-2-3: (Ss' own answers)

4. The Lunar New Year

5. The Khmer: 1,260,600 (The Cham: 161,700)

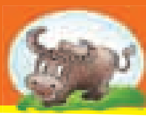
Articles: *a, an,* and *the*

a: - used before a countable singular noun:
Pao needs a costume for the festival.
- used to mean 'any, every':
A lion lives in the jungle.

an: used instead of ***a*** before a noun beginning with a vowel sound:
There is an exhibition of Cham arts in the city.

the: - used before a noun that has already been mentioned or is easily understood:
There's a festival in my village. The festival is very old.
- used to refer to a noun that is the only, or obvious one of their kind:
The Kinh speak Vietnamese.
- used before superlative comparison of adjectives and adverbs:
The Odu have the smallest number of people.

Look out!
Whether we use *a* or *an* depends on the sound, not the spelling. Be careful with the following:
an hour/ an honest person
a uniform/ a university



5 **Underline the correct article to finish the sentences.**



The Lolo women's dress

1. Viet Nam is (a/ an/ the) multicultural country with 54 ethnic groups.
2. Among the ethnic minorities, (a/ an/ the) Tay have the largest population.
3. (A/ An/ The) ethnic minority people in the village are very friendly.
4. The Lao are one of (a/ an/ the) many Thai-speaking peoples.
5. The Lolo women's dress is among (a/ an/ the) most striking styles of clothing worn by ethnic peoples.
6. The Yao have (a/ an/ the) rich culture of folk literature and art, with tales, songs, and poems.

6 **Insert *a, an* or *the* in each gap to finish the passage.**



When you travel to a north-west mountainous region and you want to have (1) ______________ great time, you can go to (2)______________ local open-air market. (3) ______________ sight there is beautiful. Local people in colourful clothing are smiling as they sell or buy their local products. The goods there are diverse. You can buy all kinds of fruit and vegetables, which are fresh and cheap. You can also buy a nice costume of (4) ______________ ethnic group you like. If you don't want to buy anything, just go round and enjoy looking. You can also taste some specialities of (5) ___________ local people sold right there at the market. I am sure you will have (6) ____________________ unforgettable time.

Articles: *a, an,* and *the*

T asks Ss to read the grammar box, then explains these uses of the articles, going through the examples given in the box. To check Ss' understanding of the usage, ask Ss to make other example sentences using the articles in the same way.

Draw Ss' attention to the **Look out**! box. Read out the sentences to show that sounds are what determines whether 'an' is used. See if Ss can come up with other examples of words like these.

5 Ss work individually to do the task. Then Ss swap their books with a partner to check the answers. Finally check the answers as a class. Discuss the reasons for the article usage in each sentence.

Key: **1.** a **2.** the **3.** The **4.** the **5.** the **6.** a

6 First, have Ss read the passage without paying attention to the blanks. Then as a class, check any unfamiliar vocabulary so that everybody understands the meaning of the passage. Now focus on the grammar point. Ss work individually to do the task. Ask some Ss to read the passage sentence by sentence. T corrects as a class. Discuss the reasons for the article usage.

Key: **1.** a **2.** a/ the **3.** The **4.** an/ the **5.** the **6.** an

***Classroom Management Note:** Not all activities are suitable for every class. T may have to adapt the exercises depending on the size, attitude and language ability of the class. For example, T may want to monitor the activity more closely by putting Ss in pairs and asking them to change pairs from time to time. Another alternative is to ask Ss to get into larger groups and ask and answer questions in their groups. If time allows, combine groups and pairs so that one pair/group asks and answers questions with a different pair/group. T may also divide the class into two sides – the left side and the right side – and handle different drill activities, or games.

COMMUNICATION

1 Quiz: What do you know about the ethnic groups of Viet Nam? Work in pairs to answer the questions.

1. What do most ethnic peoples in Viet Nam live on?
   A. Hunting
   B. Rice farming
   C. Fishing
2. Which ethnic groups live in the southern provinces?
   A. The Khmer
   B. The Thai
   C. The Sedang
3. Which group has the smallest population?
   A. The Brau
   B. The Chut
   C. The Odu
4. Where can we find terraced fields?
   A. In the Central Highlands
   B. In the northern mountainous regions
   C. In the Mekong Delta
5. Where do the Laha mostly live?
   A. In Kon Tum
   B. In Soc Trang
   C. In Son La
6. Which of the following groups has the most colourful clothing?
   A. The Hoa
   B. The Nung
   C. The Tay

2 Where do these ethnic groups mainly live?

Work in groups. Write down the names of the ethnic groups in the correct boxes. Can you add more?

Bahnar	Nung	Giarai
Brau	Hmong	Sedang
Cham	Khmer	Tay
Ede	Lao	Viet

Northwest region

____

____

Northeast region

____

____

Red River Delta

____

____

The Central Highlands

____

____

Mekong River Delta

____

____

3 Choose one group and talk about them.



COMMUNICATION

1 Ss work in pairs to do the quiz. T checks and gives explanation.

Key: **1.** B	**2.** A	**3.** C	**4.** B	**5.** C	**6.** A

2 Ss work in groups. Let them discuss and then write down the ethnic groups in the correct boxes. Encourage them to add other ethnic groups they know of to the list. T moves around the groups and gives assistance where needed.

Key:

Region	Ethnic groups
Northwest region	*Viet, Hmong, Lao*
Northeast region	*Viet, Hmong, Nung, Tay*
The Central Highlands	*Viet, Bahnar, Brau, Ede, Giarai, Sedang*
Mekong River Delta	*Viet, Cham, Khmer*
Red River Delta	*Viet*

3 Bring the class back together. Write on the board subjects that Ss can talk about in relation to these groups. Elicit these subjects if possible:

- location
- lifestyle
- costumes
- foods
- festivals/ ceremonies
- marriage/ weddings…

T may give some facts and/ or show pictures to facilitate the activity.

Give Ss time to prepare, and then let them talk in groups.

NOTES:

Geographical location of some ethnic groups:

- The Viet: all over the country
- The Tay, the Nung: North and Northeast provinces
- The Muong: Hoa Binh, Phu Tho, Son La, Thanh Hoa
- The Hani: Lai Chau, Lao Cai
- The Hmong: Northern mountainous regions, Nghe An
- The Pathen: Ha Giang, Tuyen Quang
- The Thai: Son La, Lai Chau, Yen Bai, Thanh Hoa, Nghe An …
- The Bahnar: Gia Lai, Kon Tum, Binh Dinh, Phu Yen
- The Ede: Dak Lak, Gia Lai, Phu Yen, Khanh Hoa
- The Giarai: Gia Lai, Kon Tum, Dak Lak
- The Brau: Kon Tum
- The Khmer: Mekong Delta provinces
- The Cham: Ninh Thuan, Binh Thuan, Tay Ninh, An Giang …
- The Sedang: Kon Tum, Quang Nam, Quang Ngai

SKILLS 1

Reading

1 **Work in pairs. Answer the questions.**

1. Where do the Thai people live?
2. What is their population?

Now read the text and check your answers.





The Thai have a population of about one and a half million people living in the provinces of Lai Chau, Son La, Yen Bai, Hoa Binh, Thanh Hoa, and Nghe An. The Thai language belongs to the Tay - Thai group.

The Thai are experienced farmers. They dig canals to bring water to their fields. Their main food is rice, especially sticky rice. The Thai also grow other crops on burnt-out land. They raise cattle and poultry for their own use. They also make bamboo items, and weave cloth. Thai cloth is well-known for being unique, colourful and strong.

Recently, Thai men prefer to wear the Kinh's style of dress, while Thai women keep their traditional costumes including short blouses, long skirts, scarves and ornaments. The Thai live in houses on stilts. Their villages comprise 40 to 50 houses, usually built side by side.

The Thai worship their ancestors. Every year they hold festivals and ceremonies with alternating songs between boys and girls, and many traditional games.

2 **Complete each sentence, using a word from the text.**

1. The Thai are good ______________. They grow different crops.
2. They can make household items from the ______________ tree.
3. The Thai live in ______________ houses.
4. They have a rich culture including folk ______________ and games.
5. Many festivals and ______________ are held by the Thai people every year.

3 **Answer the questions.**

1. Do the Thai people have their own language?
2. What is the main food of the Thai people?
3. What is the Thai cloth well-known for?
4. Which still wear their traditional costumes, Thai men or Thai women?
5. Who do the Thai worship?

Speaking

4 **Read some facts about the Bru-Van Kieu people and the Khmer people.**



The Bru-Van Kieu people

- **Population:** about 74,500
- **Regions:** Quang Binh, Quang Tri, Thua Thien - Hue
- **Language:** Mon-Khmer group
- **Production activities:** growing rice, terraced fields, raising cattle and poultry
- **Festivals:** ceremony held before sowing seeds



The Khmer people

- **Population:** about 1,260,600
- **Regions:** provinces of Mekong Delta
- **Language:** Mon-Khmer group, writing system
- **Production activities:** growing rice, raising cattle and poultry, making sugar
- **Festivals:** two main holidays: Chaul Chnam Thmey (New Year) and Greeting-the-Moon festival

Work in groups. Choose one of the two ethnic groups and talk about it.

5 **Talk about YOUR own ethnic group.**

SKILLS 1

Reading

1 Give Ss time to discuss the two questions in pairs and then as a class. Encourage Ss to make guesses if they are not sure.

Then call on Ss to read the questions in **3** aloud. As Ss read the questions aloud, T reminds the rest of Ss to think about what the answer will be, without looking at the text.

Ask Ss to read the text and underline any words they don't know. T may let Ss read in chorus once. Then, call on some individuals to read aloud to the class. Check their pronunciation and intonation. Explain the new words and clarify anything difficult.

2 T asks Ss to read the passage again and do the task. T checks the answers as a class.

Key:	1. farmers	2. bamboo	3. stilt	4. songs	5. ceremonies

3 Ask Ss to read the passage again and answer the questions. Ss can ask and answer in pairs. T checks the answers as a class.

Key:
1. Yes, they do.
2. Their main food is rice.
3. It is well-known for being unique, colourful and strong.
4. Thai women do.
5. They worship their ancestors.

Speaking

4 Divide the class into two groups, each preparing to talk about one ethnic group. Otherwise, Ss may work in pairs; each of them talks about one ethnic group.

T goes around to assist if necessary. Then ask some volunteers to present to the rest of the class.

5 Let Ss talk about their own ethnic group. T may ask them to focus on one or two aspects such as clothing, food, ways of living, customs and traditions, festivals, beliefs, etc. T can also encourage Ss to talk about changes in the life of their people over time.

SKILLS 2

Listening

1 Answer the questions.

1. Do you like sticky rice?
2. When do we traditionally have sticky rice?



2 Listen to the passage and tick (✓) true (T) or false (F).

Statements	T	F
1. Five-coloured sticky rice is a traditional dish.		
2. Five-coloured sticky rice is made with chemicals.		
3. The colours represent the elements of life.		
4. These elements create harmony between people.		
5. This rice is only made when there are guests.		

3 Listen again and complete the sentences.

1. Five-coloured sticky rice is made by ethnic minorities in the northern ___________ regions.
2. The dish has five colours: red, yellow, green, ___________ and white.
3. It is made using ___________ roots and leaves.
4. The green colour symbolises ___________.
5. Five-coloured sticky rice is made on special occasions, for festivals and ___________.

Writing

How to make yellow sticky rice

4 Read the notes on how to make yellow sticky rice.

Ingredients:

- Sticky rice: 500g
- Turmeric: three tbsp extract
- Shredded coconut: one cup
- Salt: 1/4 tsp

Notes:

1. Soak sticky rice – water – five hours +
2. Rinse rice – drain
3. Mix well w/ turmeric extract, wait – 10 mins.
4. Add coconut + salt – mix well
5. Steam – 30 mins – check cooked
6. Serve

5 Change the notes into cooking steps to show a foreign visitor how to make yellow sticky rice.

Organising your ideas

Introducing your dish

This is a very easy dish to make

Try this delicious recipe

Signposting the cooking steps

First, Then, Next, After that, Finally

Once the (rice is rinsed), (add) the (salt)

Giving advice

Remember to…

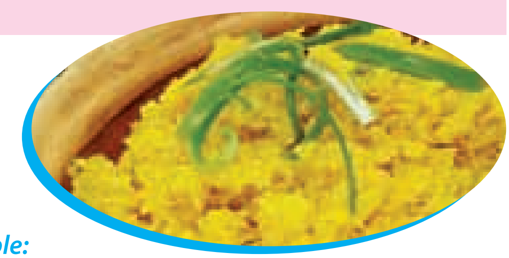
Don't forget to…

Try to…

Concluding

Serve this dish with…

This dish is delicious with…



Example:

This delicious dish is very easy to make.

First, you need to soak the sticky rice for at least five hours…

SKILLS 2

Listening

1 Ss discuss the two questions in pairs.

Then tell Ss to look at the picture and say what they know about that dish.

2 Play the recording once or twice. Ask Ss to listen carefully and tick True or False according to what they hear in the passage.

Key:	**1.** T	**2.** F	**3.** T	**4.** F	**5.** F

3 Play the recording again. Ss write down the words as they listen. Play the recording again for them to check. T corrects as a class.

Key:	**1.** mountainous	**2.** purple/black	**3.** natural	**4.** plants	**5.** ceremonies

Audio script:

Five-coloured sticky rice is an important traditional dish of many ethnic minorities in the northern mountainous regions. People call the dish five-coloured sticky rice because it has five colours: red, yellow, green, purple and white. The things that create the colours are not chemicals but natural roots and leaves. The five colours of the dish represent five elements of life according to Vietnamese beliefs: yellow is earth, red is fire, green is plants, white is metal, and purple or black is water. People believe that these five elements create harmony between heaven and earth. Five-coloured sticky rice is usually made and enjoyed at Tet, in festivals and ceremonies, on special occasions, and whenever the family has guests.

Writing

4 Tell Ss to read the notes carefully.

5 Have Ss write full sentences to show the steps to cook the rice. Make sure that they use proper connectors first/ firstly, second/ secondly, … and pay attention to spelling and punctuation.

T may collect some Ss' writing papers and mark them, then give comments to the class.

T may ask Ss to write a paragraph as homework (in the form of a letter to a pen friend, for example).

Sample cooking steps:

This delicious dish is really easy to make. First, you need to soak the sticky rice in water for at least five hours. Then rinse the rice and drain it well. Next, add the turmeric extract and mix it well. Then wait for 10 minutes. After that, add the coconut and salt. Remember to mix it well. Finally, steam the rice for about 30 minutes. Check that it is fully cooked. You can serve this dish with chicken.

LOOKING BACK

Vocabulary

1 Complete the sentences with the words/ phrases from the box.

costumes	activities	ethnic	diverse
unique	communal	cultural groups	

1. At the Museum of Ethnology, you can see many ways of life of different ____________ in our country.
2. In each village of the Bahnar there is a ________ house, where public __________ are held.
3. Young women of each ethnic group in Viet Nam have their own characteristics and ________, making the beauty of the 54 ethnic groups more __________ and attractive.
4. Many special schools have been built to improve the education standards of _________ people.
5. Although ethnic groups have their own ________ culture, they have established good relations and cooperation with each other.

2 Use the correct form of the words in brackets to finish the sentences.



1. Everywhere in our country we can find elements of the (culture) __________ values of different ethnic groups.
2. The peoples of Viet Nam are diverse but very (peace) __________.
3. The Muong in Hoa Binh are well-known for the (rich) __________ of their folk literature and traditional songs.
4. The exhibition in the museum shows the (diverse) __________ of different cultural groups.
5. The Raglai people have a (tradition) __________ musical instrument made of bamboo called the *chapi*.

Grammar

3 Make questions for the underlined parts in the passage.



Most of the ethnic minority peoples in the Central Highlands live in stilt houses. These houses are built on columns and beams. They have two or four roofs, and some have decorations on the peaks and the sides. The entrance is on the side.
The communal house is usually the largest, tallest and most elaborate building in the village. It is used for village meetings, receiving guests, or as a place of worship, and village festivities. Single men can sleep in this house.

1. ______________?
2. ______________?
3. ______________?
4. ______________?
5. ______________?

4 Each sentence has an error. Find and correct it.

1. They travel to a nearest town to go shopping.
2. Some ethnic minority children of this region are studying at the boarding school in a city.
3. Although they speak different languages, an ethnic groups in this region live near to one another.
4. In the past, some ethnic groups lived the semi-nomadic life.
5. All an ethnic peoples of Viet Nam have equality in every field.

5 Fill each gap with *a, an,* or *the* to complete the passage.

If you are in Ha Noi and you want to have (1) ________ overview of the ethnic groups of Viet Nam, you should visit the Museum of Ethnology. It is situated in Nguyen Van Huyen Street, Cau Giay District. The Museum is (2) ________ valuable centre for the exhibition and preservation of the cultural heritage of (3) ________ 54 ethnic groups in the whole country. There are thousands of objects and photographs representing ways of life and creative activities of these peoples. Moreover, typical houses have been taken from their original sites and rebuilt in (4) ________ museum gardens. These houses model (5) ________ traditional architecture of ethnic minorities. The museum also has a lot of information about all (6) ________ different ethnic peoples in Viet Nam.

LOOKING BACK

This is the review section of the unit. Ss should record their results for each exercise in the **Looking Back** section in order to complete the final **Finished! Now I can …** assessment.

Vocabulary

1 Let Ss repeat the words as a class to practise pronunciation.

Next, Ss can complete this exercise individually. Less advanced classes can complete this exercise in pairs.

Key: **1.** cultural groups **2.** communal, activities **3.** costumes, diverse **4.** ethnic **5.** unique

2 Ss can do the exercise by themselves or in pairs. T corrects as a class. After that let some Ss read the sentences aloud.

Key: **1.** cultural **2.** peaceful **3.** richness **4.** diversity **5.** traditional

Grammar

3 Let Ss read the passage aloud. Clarify any difficulties. Ss do the exercise in pairs or individually.

Key: **1.** What are these houses built on?
2. Where is the entrance?
3. Which house is the largest, tallest and most elaborate building in the village?
4. What is it used for?
5. Who can sleep in this house?

4 Tell Ss to read the sentences carefully and try to find the error relating to articles in each sentence. Ss can work in pairs or individually.

Key: **1.** a → the **2.** a → the **3.** an → the **4.** the semi-nomadic life →a semi-nomadic life **5.** an → the

5 Ss complete this task individually. T gives correction.

1. an **2.** a **3.** the **4.** the **5.** the **6.** the

Communication

6 GAME: CULTURAL KNOWLEDGE CHALLENGE

Work in pairs. See how much you can remember about the cultural groups of Viet Nam. Take turns to ask each other questions about the topic. The person asking can look at the book. The first person to get five correct answers is the winner.

Example:

A: Are you ready?

B: Yes.

A: What is the population of the largest ethnic group?

B: About 74 million. It's the Viet or Kinh.

A: Very good! Your turn.

B: OK. What is the population of the smallest group?

A: I think it's the Odu group.

B: Exactly!



Finished! Now I can … .	✓	✓✓	✓✓✓
• talk about different ethnic groups			
• ask and answer different question types			
• use articles: *a, an*, and *the*			
• pronounce words containing clusters /sk/, /sp/, and /st/ correctly in isolation and in sentences			
• write a paragraph about how to cook a traditional dish			

PROJECT

Ethnic Fashion Show!

1 **Look at the different costumes of some ethnic groups. Which costume do you like best? Why?**



2 **Design a costume based on an ethnic style you like, using cardboard, paper or cloth, and colours.**

3 **Organise an exhibition of the costume designs you have made among your group or class members. Talk about them.**

Communication

6 Game: Cultural Knowledge Challenge

Ss work in pairs. Let them recall what they have learnt about the cultural groups of Viet Nam. Ss take turns to ask each other questions about the topic. The person asking can look at the book. The first person to get five correct answers is the winner.

If time allows, Ss switch partners and play again.

Finished!

Ask Ss to complete the self-assessment. Discuss as a class what difficulties remain and what areas Ss have mastered. Provide further practice on the weak areas of the class.

PROJECT
Ethnic Fashion Show!

1. Ss work in groups. Give Ss about five minutes to discuss the question.
2. Ss work independently. Encourage them to use imagination and make their own costume designs (at home, or in class if possible, and with the materials available). Tell them to be creative.
3. In the next class, help Ss organise an exhibition of the costume designs they have made among the group or class members. Let them talk about their designs.

NOTES:

54 ethnic groups of Viet Nam

1. Bahnar	15. Ede	29. Lao	43. Romam
2. Bo Y	16. Giarai	30. Lolo	44. Sanchay
3. Brau	17. Giay	31. Lu	45. Sandiu
4. Bru-Van Kieu	18. Gie-Trieng	32. Ma	46. Sila
5. Cham	19. Hani	33. Mang	47. Taoi
6. Choro	20. Hoa	34. Mnong	48. Tay
7. Churu	21. Hmong	35. Muong	49. Thai
8. Chut	22. Hre	36. Ngai	50. Tho
9. Co	23. Khang	37. Nung	51. Viet
10. Cong	24. Khmer	38. Odu	52. Shinhmun (Xinhmun)
11. Coho	25. Khmu	39. Pathen	53. Sedang (Xedang)
12. Colao	26. Lachi	40. Phula	54. Stieng (Xtieng)
13. Cotu	27. Laha	41. Pupeo	
14. Yao (Dao)	28. Lahu	42. Raglai	

REVIEW 1 (UNITS 1 - 2 - 3)

LANGUAGE

Pronunciation

1 Listen and repeat the following words and phrases.

spaceship	colourful clothing
toothbrush	risky
English practice	bloom
blow	Brau people
presence	stamp collecting

2 Listen to the sentences and underline the words with */sk/, /sp/, /st/, /br/, /pr/, /bl/, and /cl/* in the following sentences. Then read the sentences aloud.



1. I used to climb trees when I was small.
2. How can we improve our speaking skills?
3. How annoying, the stadium has closed!
4. I want to buy a blue skirt for my mother.
5. 'On a dark day, I saw a witch riding a broom in the sky ...'

Vocabulary

3 Organise these words and phrases into pairs of opposites and write them in the blanks.

peaceful	hard	boring	forget
traditional	easy	love	modern
noisy	city life	majority	hate
country life	minority	remember	exciting

__________ __________
__________ __________
__________ __________
__________ __________

4 Put a verb in the correct form in each gap to complete the sentences.

1. Duong doesn't __________ playing football. He enjoys __________ to music or __________ museums more.
2. Don't __________ to lock the door before you go to bed, Quan.
3. Children in this village love __________ kites on summer afternoons.
4. My sister doesn't __________ cooking, but she hates __________ the washing up after meals.
5. The Hmong boys like __________ the game *danh quay* in spring.





Grammar

5 Complete the sentences with the correct comparative form of adverbs from the adjectives in brackets.

1. On Saturday night we may stay up __________ than usual. **(late)**
2. In his free time, Linh enjoys doing jigsaw puzzles __________ than anything else. **(much)**
3. We speak English __________ now than last year. **(fluent)**
4. You should buy the blue sweater. It suits you __________ than the red one. **(good)**
5. Ethnic people in the mountainous regions live __________ than people in the city. **(simple)**
6. Everyone in the race ran fast, but John ran __________ than all the others. **(fast)**
7. If you write __________ , you will make fewer mistakes. **(careful)**

6 Fill each blank with an article (*a, an,* or *the*) to complete the passage.



If you are tired of your busy and noisy city life, at the weekend you can go to (1)__________ green and peaceful place with friendly people in the Mekong region. Most of Viet Nam's rice is grown here. You will have (2) __________ opportunity to enjoy the beauty of typical Southern Vietnamese countryside and (3) __________ view of immense rice paddies, coconut plantations and beautiful rivers. (4) __________ Mekong Delta is also famous for its fascinating floating markets and fruit orchards where you can taste delicious local fruits especially (5) __________ dragon fruit. It will be (6) __________ special treat for you!

REVIEW 1 (UNITS 1 - 2 - 3)

Introduction

The aim of this review is to revise what Ss have studied and practised in units 1, 2 and 3.

T may ask Ss what they have learnt so far in terms of language and skills. Summarise their answers and add some more information if necessary. Encourage Ss to recall and speak out as much as possible.

LANGUAGE

T may use this language review section as a self-test. Ss do the exercises in 30 minutes then T checks their answers. Otherwise, T can conduct each activity separately.

Pronunciation

1 T plays the recording and Ss repeat. Play the recording as many times as necessary. Pause and correct Ss' pronunciation.

2 Play the recording two or more times, if necessary. Help Ss recognise all the words with */sk/, /sp/, /st/, /br/, /pr/, /bl/, and /cl/* then underline them as instructed. T may ask Ss to read the sentences as a class, or individually. Check pronunciation and intonation.

Key:
1. I used to climb trees when I was small.
2. How can we improve our speaking skills?
3. How annoying, the stadium has closed!
4. I want to buy a blue skirt for my mother.
5. 'On a dark day, I saw a witch riding a broom in the sky ...'

Vocabulary

3 Ss do the exercise individually and then share their answers with a partner. Check Ss' answers.

Key:

peaceful – noisy	hard – easy	boring – exciting
forget – remember	traditional – modern	country life – city life
love – hate	majority – minority	

4 Ss do this exercise individually. T may ask some Ss to write their answers on the board. Correct as a class.

Key:
1. like/ enjoy, listening, visiting
2. forget
3. flying/ to fly
4. mind, to do/ doing
5. playing/ to play

Grammar

5 Ss do this individually and compare their answers with a partner. Call some Ss to go to the board to write their answers. Other Ss comment. Correct as a class.

Key:
1. later
2. more
3. more fluently
4. better
5. more simply
6. faster
7. more carefully

6 Ss do the exercise individually. T checks. Call some Ss to read the whole passage.

Key: 1. a 2. an 3. the 4. The 5. the 6. a

7 Everyday English

Match the sentences in A with those in B. Then practise with a friend.

A

1. Small children in my village often climb that hill and swim in this river.
2. Is it true that there are busy floating markets on the rivers in the Mekong region?
3. I'm sure you will love this new cartoon.
4. Flying kites is very exciting, but we can never do this in the city.
5. My dad enjoys doing DIY. He made this dining table set.

B

a. Yes, it's right up my street.
b. How interesting!
c. No, we can't.
d. That's awesome!
e. Exactly.

SKILLS

Reading



1 Read the following letter from Kim to her pen friend, Jon.

Dear Jon,

Thank you for the letter and all your news. Well, in this letter I'll tell you what I often do in my leisure time.

One thing I like to do is visiting museums. On Saturday afternoons I love to visit Da Nang Museum of Cham Sculpture. You know, this museum preserves sculptures featuring the cultural and spiritual life of the Cham people. About 300 clay and stone objects are on display at the museum. This museum has the world's largest collection of Cham artifacts. Sometimes I also visit Da Nang Museum. This is a new museum with about 2,500 pictures, documents and objects. You can learn about history and people's life here. Next time you come, I'll take you to these museums. I'm sure you will like them, and you will learn a lot of interesting things.

Bye for now,

Kim

a Tick (✓) true (T) or false (F).

	T	F
1. Kim likes to visit museums at the weekend.		
2. The Museum of Cham Sculpture has the largest collection of Cham artifacts.		
3. The Museum of Cham Sculpture has about 2,500 items.		
4. Da Nang Museum is a new museum.		
5. Jon thinks it is a good thing to visit museums.		

b Write questions for the underlined phrases in the letter.

1. ______________________________?
2. ______________________________?
3. ______________________________?

Speaking

2 Work in pairs. Talk about what your family members like to do in their free time.

Example:

- My dad likes to play chess with his neighbours.
- My mum likes making special food and cakes for us. She hates sitting around.

Listening

3 Listen to the passage and choose the correct answer.

1. What percentage of Britain's population dream of living in the country?
   A. 18% B. 80% C. 20%
2. English village communities are often small and __________.
   A. close B. poor C. unknown
3. Which is village life good for, according to Maggie?
   A. Children
   B. People who have money
   C. People who don't have money
4. People in English villages use private transport __________.
   A. a little B. less C. more
5. The environment of English villages is __________.
   A. spoil B. not spoilt much C. not safe

Writing

4 Giving your opinion

Write a paragraph giving your opinion about life in the countryside. You may begin like this:

In my opinion/ I think life in the countryside has many good points. Firstly, …

you may use the following cues:

- people (friendly …)
- life (peaceful, simple, slow …)
- food (fresh, cheap …)
- traditional activities

Everyday English

7 Ss do the task individually. Then they practise in pairs. After checking their answers, ask one or two pairs to act out the dialogues.

Key: **1.** b	**2.** e	**3.** a	**4.** c	**5.** d

SKILLS

Reading

1 Ss read the letter once or twice. T clarifies anything they do not understand fully.

a Ss do the task individually, then check with a partner. T corrects.

Key: **1.** T	**2.** T	**3.** F	**4.** T	**5.** F

b Ss do the exercises in pairs. T corrects as a class.

Key:
1. Which museum does Kim love to visit on Saturday afternoons?
2. How many (clay and stone) objects are on display at the museum?
3. What can you learn in this museum/ Da Nang Museum?

Speaking

2 Ss work in pairs and talk about what their family members like to do in their free time. Encourage them to talk as much as possible, using the verbs of liking they have learnt. After some time, T may let Ss swap pairs and continue to talk. T goes round and gives assistance if necessary.

Listening

3 Play the recording once or twice. Ss listen and choose their answers.

Play the recording again for Ss to check their answers. Explain the new words or anything difficult if necessary.

Key: **1.** B	**2.** A	**3.** A	**4.** C	**5.** B

Audio script:

LIFE IN THE ENGLISH COUNTRYSIDE

According to a recent survey by ***Country Life*** magazine, about 80 percent of Britain's population dream of living in the countryside. In fact the countryside of England today shows the wealth of landowners and those who can afford to escape the busy and noisy city life.

English village communities are often small and close. They are warm and usually welcoming. Maggie, who lives in North Yorkshire, says: 'Village life is wonderful and safe for the kids. There is a great sense of community here. It is more relaxing and you can't tell who has money and who doesn't'. People in the English countryside use private transport more, and the environment hasn't been spoilt much.

Writing

4 Before writing, have Ss brainstorm ideas about life in the countryside: advantages, disadvantages, what they like and dislike, etc… Then explain the writing task. Also have them brainstorm words and phrases they may need for their writing.

Give Ss time to do the writing task. Then collect their papers to check out of class.

Sample writing:

In my opinion, life in the countryside has many good points. Firstly, country folk are friendlier than city folk. Secondly, life is slower and simpler than in the city. The food is fresher and the air is cleaner. Finally, there are lots of traditional activities that we can do in the countryside such as horse-riding, swimming in the river or kite-flying. For these reasons, I like country life.

Unit 4 OUR CUSTOMS AND TRADITIONS

GETTING STARTED

A lesson on customs and traditions

THIS UNIT INCLUDES:

VOCABULARY
Types of customs and traditions
Expressions with 'custom' and 'tradition'

PRONUNCIATION
Clusters: */spr/* and */str/*

GRAMMAR
Should and *shouldn't*: review
Have to

COMMUNICATION
Describing customs and traditions
Giving advice and expressing obligation about customs and traditions

1 Listen and read.

Teacher: Today we're going to learn about customs and traditions. Do you think they're the same?

Mi: I think they're different, but it's hard to explain how.

Nick: In my opinion, a custom is something that has become an *accepted* way of doing things. And a tradition is something we do that is *special* and is passed down through the generations.

Teacher: Yes, spot on! Give me an example of a custom.

Mai: My family has this custom of eating dinner at 7 p.m. sharp.

Teacher: Really?

Mai: Yes, we have to be at the dinner table on time.

Teacher: That's interesting! How about a tradition, Phong?

Phong: We have a family tradition of visiting the pagoda on the first day of every lunar month.

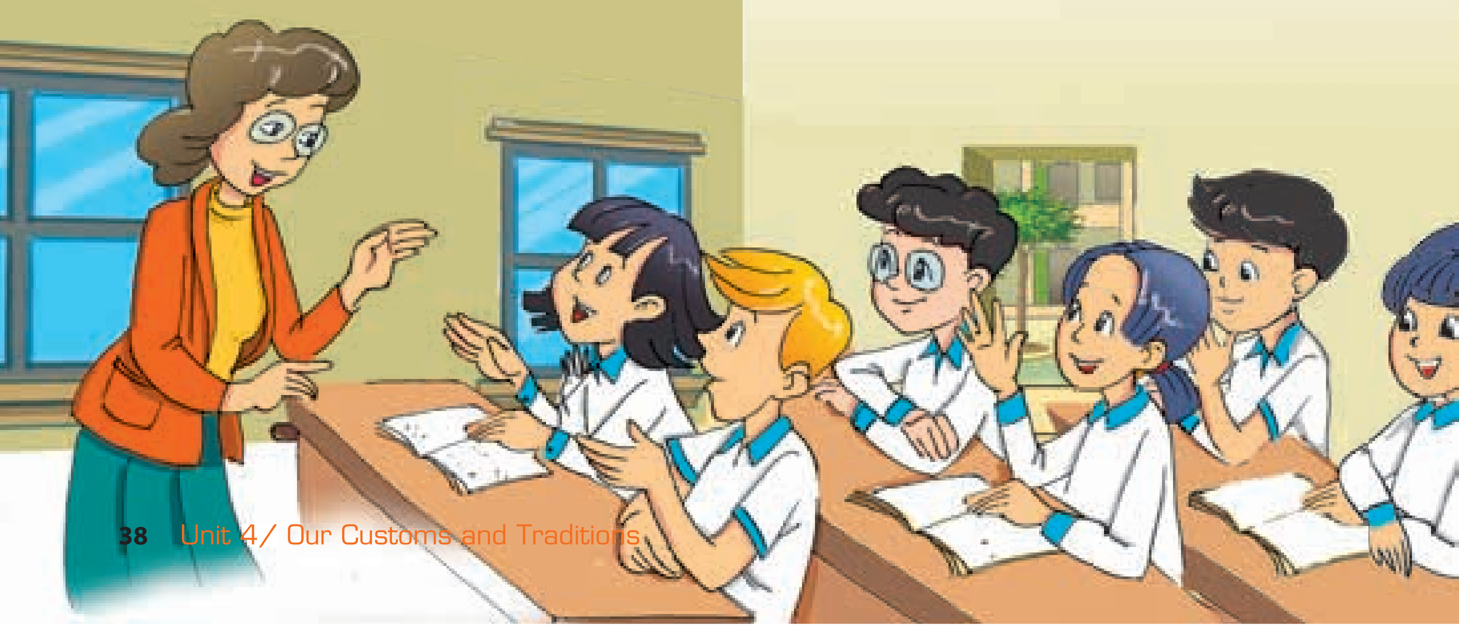
Nick: You're kidding!

Phong: No, no. We've followed this tradition for generations.

Teacher: You've mentioned family, but what about social customs and traditions, Nick?

Nick: Well, in the UK there are lots of customs for table manners. For example, we have to use a knife and fork at dinner. Then, there's a British tradition of having afternoon tea at 4 p.m.

Teacher: Sounds lovely! Now, for homework, you should find information about a custom or tradition. You're doing mini presentations next week...



Objectives:

By the end of this unit, students can:

- pronounce words containing the clusters /spr/ and /str/ correctly in isolation and in context
- use the lexical items related to the topic 'customs and traditions'
- use *should* and *shouldn't* correctly and appropriately to give advice
- express obligation and necesssity using the correct form of *have to*
- read for specific information about family customs and traditions
- ask about and describe different customs and traditions
- listen to get specific information about a traditional dance of an ethnic group in Viet Nam
- write a description of a traditional Japanese dance

GETTING STARTED

A lesson on customs and traditions

Introduction

Review the previous unit before Ss open their books by asking them to take part in a small game. Ss work in two big groups A and B. A student from group A calls out the name of an ethnic group in Viet Nam, then points at one student from group B. This student has to call out the name of another ethnic group. The game stops when a group cannot give out the name of any ethnic group or when time is up. The group with more ethnic groups wins.

Write this sentence on the board and ask Ss to complete it:

Yes, and they have their own ways of life, and _______ and _______.

Tell Ss that this sentence is taken from the conversation in the **GETTING STARTED** of Unit 3. When Ss can give you the two words 'customs' and 'traditions', tell them the topic of the new unit which is about customs and traditions. If within two minutes Ss cannot complete the sentence, ask them to quickly look at the conversation on page 26 and find the sentence.

Write the unit title on the board 'Our customs and traditions'. Ask Ss to call out some customs and traditions they know. Now start the lesson.

1 Ask Ss to open their books and look at the picture and the title under **GETTING STARTED**. Ask them some questions:

Who can you see in the picture?

What do you think the people in the picture are talking about?

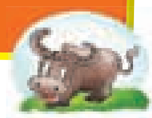
Ss answer the questions as a class. Play the recording and have Ss follow along. After that, Ss can compare their answers with the information in the dialogue and add some more details to their answers.

a **Find a word/ phrase that means:**

1. agreed
2. grandparents, parents, and children
3. totally correct
4. exactly on time
5. relating to human society
6. a polite way of eating at the dinner table

Watch out!

- 'You're kidding!' is a common expression. It's used to show you are surprised at something that somebody has just said.
- Do you know another expression that has the same meaning?



b **Tick (✓) true (T) or false (F).**

	T	F
1. Nick's explanation of customs and traditions is correct.	☐	☐
2. Only families have customs and traditions.	☐	☐
3. In the UK there's a tradition of having afternoon tea.	☐	☐
4. In the UK there is no accepted way of behaving at the dinner table.	☐	☐

c **Answer the following questions.**

1. What is Mai's family custom?
2. How does Nick feel when Phong talks about one of his family traditions?
3. What is the similarity between a custom and a tradition?
4. What is the difference between them?
5. What should the students do for homework?

d **Find these sentences in the conversation and fill in the missing words.**

1. We _______ be at the dinner table on time.
2. You _______ find information about a custom or tradition.

What do you think these sentences mean?

2 **a** **Match the pictures with the customs and traditions in the box.**



a. ____________



b. ____________

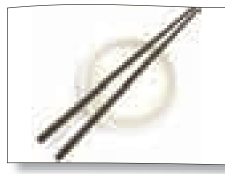
1.	smiling to accept a compliment
2.	worshipping ancestors
3.	wrapping gifts in colourful paper
4.	having lunch together on the second day of Tet
5.	placing the chopsticks on top of the rice bowl when finishing a meal
6.	children in the family standing in a row to greet guests
7.	wearing *ao dai* on special ocassions
8.	giving children lucky money at Tet



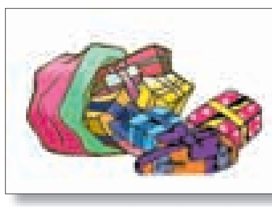
c. ____________



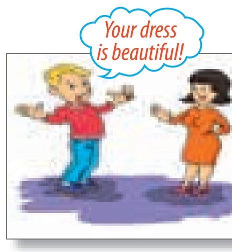
d. ____________



e. ____________



f. ____________



g. ____________



h. ____________

b **Write C (custom) or T (tradition) under each picture in a. In pairs, compare your answers.**

3 **GAME: CUSTOMS AND TRADITIONS EXPERTS**

1. Work in small groups.
2. Take five minutes to write down as many local customs and traditions as you can think of.
3. Present your list to the other groups.
4. The group with the most ideas are the experts!

a Ss work independently to find the words/phrases in the dialogue. Allow them to share answers before discussing as a class. Remember to ask Ss to read out the lines in the dialogue that contain the words/phrases. Quickly write the correct answers on the board.

Key:

1. accepted **2.** generations **3.** spot on **4.** sharp **5.** social **6.** table manners

Have Ss look at the **Watch out!** box and quickly read the information. Ask if they know any expressions with the same meaning as '*You're kidding*'. Some other expressions are: *You must be kidding!/ You're joking!/ You must be joking!*

b Ss read the conversation again to do this exercise. Ask for Ss' answers as well as the explanations for their choices. Write the correct answers on the board.

Key:

1. T **2.** F (There are also social ones.)

3. T **4.** F (There are a lot of customs for table manners in the UK.)

c Have Ss read the questions to make sure they understand them. Ask them firstly to answer the questions without reading the dialogue. Ss exchange their answers with a classmate. Now ask them to check their answers by reading the dialogue again. Call some Ss to write their answers on the board. Confirm the correct answers.

Key:

1. It's eating dinner at 7 p.m. sharp.
2. He's surprised.
3. They both refer to doing something that develops over time.
4. A custom is something accepted. A tradition is something special and is passed down through the generations.
5. They should find information about a custom or tradition.

d Ss do this in pairs. Ask for Ss' answers and their explanations. Summarise the answers.

Key:

1. have to: It's an obligation – you have no choice
2. should: It's a suggestion or advice – it would be best to follow it

2 **a** Have Ss look at the pictures. Ask them what they see in each of them. Now tell Ss that in the box are some customs and traditions of Vietnamese people. Ss read these and identify any new words they do not know. Explain the new words so that Ss understand the customs and traditions. Ss do this activity in pairs. Call some Ss to give their answers and write them on the board. Confirm the correct answers.

Key: **1.** g **2.** c **3.** f **4.** h **5.** e **6.** a **7.** b **8.** d

b Individually Ss decide if the pictures show customs or traditions and compare their answers in pairs. Their answers may differ. Have some Ss give the answers to the class and explain their choice.

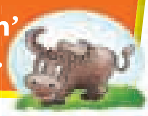
Suggested answers: **1.** C **2.** C or T **3.** C **4.** T **5.** C **6.** C **7.** T **8.** C or T

3 **Game :** Organise a competition for this exercise. Ss work in groups of five or six. Set a time limit of five minutes. Ss write down as many local customs and traditions as possible. The group with the most customs and traditions is the winner. The winning group presents their customs and traditions. Other groups add more if they can.

A CLOSER LOOK 1

Vocabulary

Watch out!
The words 'custom' and 'tradition' can be countable or uncountable.



1 **Match the first halves of the sentences (A) with the second halves (B).**

A	B
1. Although they are not Christian,	a. the first person to step into your house in the new year should be a man.
2. It's the custom	b. making sponge cakes for the Mid-Autumn Festival instead of mooncakes.
3. According to tradition,	c. the tradition of living with their parents.
4. There is a tradition in our school that	d. in that country for women to get married in white.
5. They broke with tradition by	e. the family has the custom of giving presents at Christmas.
6. Many young people do not follow	f. morning exercise at 5 a.m.
7. In my family there is a custom of doing	g. girls should wear *ao dai* on the first day of school.

2 **Read the full sentences in 1 again and complete the expressions below.**

1. it's the _______ for somebody to do something
2. there's a _______ that + *clause*
3. _______ to tradition, + *clause*
4. follow the _______ of doing something
5. break _______ tradition by doing something
6. have the custom _______ doing something
7. there is a custom of _______ something

3 **Read the following customs and traditions. Make sentences to say if you have these in your province or area, using any of the expressions in 2. Remember to change the verb tense if necessary.**

According to tradition, we have fireworks on New Year's Eve.

My area broke with tradition by not having firecrackers on New Year's Eve.

There's a tradition in our province of having fireworks on New Year's Eve.

1. having fireworks on New Year's Eve
2. waiting until the guests finish eating before leaving the dinner table
3. touching children's heads
4. decorating the house on special occasions
5. women shaking strangers' hands

4 **Now complete the following sentences with your own ideas.**

1. It's the custom in my country that ____________.
2. We broke with tradition by ________________.
3. There's a tradition in my family that ___________.
4. We have the custom of _________________.
5. According to tradition, _________________.

Pronunciation

Clusters: /spr/ and /str/

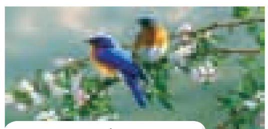
5 **Complete the words under the pictures with *spr* or *str*. Then listen and repeat.**



1. ____aw



2. ____eet



3. ____ing



4. ____ay



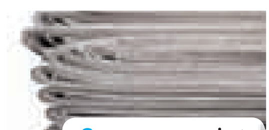
5. a____onaut



6. fru____ated



7. e____esso



8. new____int

6 **Listen and circle the words with */spr/* and underline the words with */str/*. Then say the sentences.**

1. In my family, all the traditions of our ancestors are strictly followed.
2. The custom of saying hello to strangers has spread through our community.
3. In our district, it's the custom for residents to sweep the streets on Saturday mornings.
4. That filmstrip really highlighted our customs and traditions.
5. Parents usually want their offspring to follow the family traditions.

A CLOSER LOOK 1

Introduction

Ask Ss to call out some customs and traditions they remember from the previous lesson. Tell them that in this lesson they are going to learn some expressions with the words 'custom' and 'tradition'. These will help them vary their language when talking about customs and traditions.

Vocabulary

Draw Ss' attention to the **Watch out!** box. Explain to them the words 'custom' and 'tradition' can be countable or uncountable. Remember to come back to this point after finishing exercise **1**.

1 Have Ss look at the table in the book. Make sure that they understand what to do. Ss complete the exercise individually and then compare their answers with a partner. Call some Ss to give the answers. Write them on the board. Confirm the correct answers.

Key: **1.** e **2.** d **3.** a **4.** g **5.** b **6.** c **7.** f

Now have Ss read the sentences again to see if the word 'custom' or 'tradition' in each sentence is countable (C) or uncountable (U). Ask for Ss' answers.

Key: **1.** C **2.** C **3.** U **4.** C **5.** U **6.** C **7.** C

2 Have Ss read the sentences in **1** again and complete the expressions. Then Ss compare their answers with a partner. Call one or two Ss to write the complete expressions on the board.

Key: **1.** custom **2.** tradition **3.** according **4.** tradition
5. with **6.** of **7.** doing

3 Ask Ss to work in groups to do this activity. T may prepare some pieces of big-size paper for the groups to write their answes on. When they finish, Ss stick their paper on the board. Ss read and comment on each other's sentences.

4 Ss individually complete the sentences with their own ideas, then share their sentences with a partner. Have some Ss write their sentences on the board. Other Ss comment on these sentences. This is an open exercise, so their answers may be varied.

If time does not allow, T may assign this exercise as homework.

Pronunciation

Clusters: */spr/* and */str/*

5 Ss complete the words under the pictures with /spr/ or /str/ and then compare their answers with a partner. Ask for Ss' answers and write them on the board. Don't say if they are right or wrong. Then play the recording for them to check the answer and repeat the words. Play the recording as many times as necessary.

Key: **1.** str **2.** str **3.** spr **4.** spr **5.** str **6.** str **7.** spr **8.** spr

Audio script: **1.** straw **2.** street **3.** spring **4.** spray
5. astronaut **6.** frustrated **7.** espresso **8.** newsprint

6 Play the recording for Ss to do this exercise. Ask for Ss' answers.

Play the recording again for Ss to repeat the sentences. Ask some Ss to read out the sentences.

Key: **1.** strictly **2.** strangers, spread **3.** streets **4.** filmstrip **5.** offspring

Audio script:

1. In my family, all the traditions of our ancestors are strictly followed.
2. The custom of saying hello to strangers has spread through our community.
3. In our district, it's the custom for residents to sweep the streets on Saturday mornings.
4. That filmstrip really highlighted our customs and traditions.
5. Parents usually want their offspring to follow the family traditions.

A CLOSER LOOK 2

Grammar

***Should* and *shouldn't* to express advice: review**

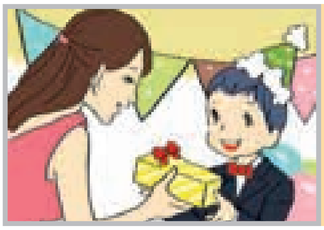
1 Look at the pictures and complete the sentences with *should* or *shouldn't*.



1. You ________ respect old people.



2. According to tradition, you ________ sweep the floor on the first day of Tet.



3. Children ________ take things from adults with both hands.



4. You ________ wear shorts when going to the pagoda.



5. You ________ bring a gift when you visit someone's house.



2 Match the situations in A and the advice in B.

A	B
1. Your sister is chewing and talking at the same time.	*a. You should arrive on time.*
2. Your brother is noisy at the pagoda.	*b. You shouldn't do that. It's not very polite.*
3. Your foreign friend has been invited to dinner in a Vietnamese house.	*c. Shhhh! You should be quiet in here.*
4. You don't know what to do when going into a Japanese house.	*d. You should take off your shoes at the entrance.*
5. You have been invited to dinner with a British family.	*e. After taking food from the plate, you should put it into your bowl before eating.*

***Have to* to express obligation or necessity**

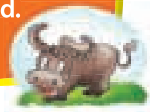
have to is used to express obligation or necessity. It shows external obligation, i.e., someone else makes a decision about what you must do.

(+) *have to / has to* + infinitive
Example: We *have to* clean the house carefully before Tet.

(-) *don't / doesn't have to* + infinitive
Example: She doesn't have to wear a company uniform.

(?) *Do / Does* + subject + *have to* + infinitive
Example: Do we *have to* follow the tradition of cleaning the house before Tet?

Remember!
Don't have to **is used when it is not necessary to do something.**
Example: **My mother *doesn't have to* work on Saturdays.**
If you want to tell somebody not to do something as an obligation, use *must not/ mustn't* instead.
Example: **You *mustn't* wear short skirts in here.**



A CLOSER LOOK 2

Grammar

***Should* and *shouldn't* to express advice: review**

Give a situation:

Your brother is going out with a friend. The weather forecast says it's a hot sunny day. Give him some advice.

Encourage Ss to express their advice freely. If Ss mention *should/shouldn't*, tell them that in this lesson they are going to review *should/shouldn't* to express advice about customs and traditions. If Ss do not mention *should/shouldn't*, remind them of the modal verb.

1 Ask Ss to look at the pictures and quickly describe what they see. Have them complete the sentences and then compare the answers with a friend. Elicit Ss' answers. Confirm the correct ones.

Key: **1.** should **2.** shouldn't **3.** should **4.** shouldn't **5.** should

2 Have Ss read the situations in A to make sure they understand them. Ss do this activity in pairs. Ask for Ss' answers.

For a more able class, have Ss give some other advice for the situations. Ss may write their advice on a big piece of paper and show it to the class.

Key: **1.** b **2.** c **3.** e **4.** d **5.** a

***Have to* to express obligation or necessity**

Tell Ss that sometimes when they go to a place, it is obligatory that they follow its customs and traditions.

Have Ss read the information about *have to*. T may want to add that *must* is also used to express obligation. One of the differences between *have to* and *must* is that *must* shows internal obligation, i.e., you make a decision about what you must do. Give one example:

We must clean the house before Tet because we think it will bring luck.

Then have Ss read the **Remember!** box. Answer any questions from Ss.

If time allows, ask Ss to give examples with the grammar points discussed.

3 **Complete the sentences with the correct form of *have to*.**

1. My mother says that I ______ be home by 9 p.m. sharp.
2. We _____ go now because our dad is waiting for us.
3. She ______ wear that costume because it's the family tradition.
4. In the past, men ______ wear *ao dai*, but today they ______ wear it.
5. Before leaving the dinner table, ______ your son ______ ask for permission?
6. We ______ go to school today because it was raining heavily.

4 **Choose A or B to convey the meaning of the first sentence.**

1. You have to take your hat off when going inside the main worship area of the temple.
   A. You can take your hat off if you want to.
   B. You're not allowed to wear your hat.
2. You don't have to tip in Viet Nam.
   A. It's not necessary to tip in Viet Nam.
   B. You're not allowed to tip in Viet Nam.
3. Students mustn't run or be noisy in the school building.
   A. Running and being noisy aren't allowed in the school building.
   B. They can run and be noisy if they want to.
4. In the past, Vietnamese people had to live with their parents even after they got married.
   A. They could live with their parents after they got married.
   B. They were obliged to live with their parents after they got married.

5 **Mi is going to visit her friend Eri in Japan. Read Eri's email. There are six mistakes in it. Can you find and correct them?**

From: eri@fastmail.com
To: mi@quickmail.com

Hello Mi,

I'm so excited about your trip. It's going to be amazing!

I shouldn't give you some advice, so you can prepare for Japan. We have lots of customs and it can get a bit confusing for visitors.

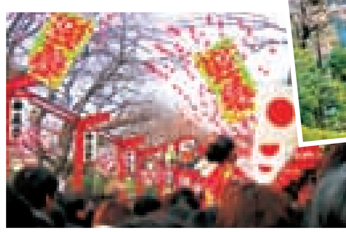
Firstly you has to take off your shoes when you go inside. You shouldn't wear slippers in the house - but you didn't have to bring any, we have extra pairs for guests. Then you have use different slippers in the bathroom and in the garden, but you'll get used to it! You should worry - I'll be there to help you.

All for now, gotta go...

Eri x







6 **Work in pairs. Imagine that you both have a friend who is coming to Viet Nam this summer. List three pieces of advice and three obligations your friend should follow.**

Share your ideas with the whole class.



3 Ss do this exercise individually, and then compare their answers with a classmate. Check Ss' answers and confirm the correct ones.

Key:

1. have to	**2.** have to	**3.** has to
4. had to, don't have to	**5.** does … have to	**6.** didn't have to

4 Ss do this exercise individually and give T their answers.

Key: **1.** B **2.** A **3.** A **4.** B

5 Have Ss quickly read the email. Ss do this exercise individually and then compare the answers with a classmate. Ask one or two Ss to write their answers on the board. Have them explain their answers as well.

Key:

1. shouldn't give → should give (reason: There are lots of confusing customs and traditions in Japan, so Eri thinks she should give Mi some advice)
2. has to → have to (reason: The pronoun 'you' goes with 'have to')
3. shouldn't wear → should wear (reason: Eri says that Mi should take off her shoes when going inside, which means she should wear slippers)
4. didn't have to → don't have to (reason: This sentence is in the present time)
5. have use → have to use (reason: 'have to' is the correct form)
6. should worry → shouldn't worry (reason: Eri says she'll be there to help Mi, so Mi shouldn't worry)

6 Ss work in pairs to do this task. Ask some pairs to write their advice and obligations on the board. Other Ss give comments and vote for the best advice and obligations. Then they can add some more. This is an open activity so encourage Ss to express their ideas as long as the advice and obligations are appropriate.

If time does not allow, T may call a good student to give an example. Then Ss may do this as homework. However, remember to check their answers in the next lesson.

COMMUNICATION

Extra vocabulary

prong	cutlery	palm
tray	mat	host/hostess

1 Look at the pictures below. In pairs, discuss the differences between them.



2 Read the following sentences about table manners in Britain. Work in pairs. Write T (true) or F (false).

1. The knife is held in the left hand and the fork is held in the right hand. _____
2. You shouldn't point the prongs of the fork upwards during the meal. _____
3. People use the same cutlery to eat the main course and the dessert. _____
4. When the meal is finished, you should place the knife and fork on the plate. _____
5. You can use your fork to take more food from the serving dish. _____
6. You should use your knife to cut the bread. _____
7. Guests should start eating before the host starts eating. _____
8. You should ask someone to pass you a dish. _____



3 Now listen to Nick giving a presentation on table manners in Britain and check your answers.

4 Work in pairs. Discuss if you follow these table manners in your family. Are there other table manners you follow?

1. We sit around a tray on a mat to have meals.
2. We use rice bowls and chopsticks.
3. When chewing food, we shouldn't talk.
4. The host/ hostess invites everybody to start eating.
5. The host/ hostess offers to serve the food for the guests.
6. When we have finished eating, we place our chopsticks on top of our rice bowl.

5 There is a British exchange student in your class. You invite her to dinner at your home. Play the following roles.

You are Minh. You invite your British friend to come for dinner. She asks a lot of questions about Vietnamese table manners.

You are Jessica from Britain. You want to learn about Vietnamese table manners so you can feel comfortable at dinner. You compare these with British table manners.

Start the role-play like this:

Minh: Hey Jessica! My family would like to invite you to dinner.
Jessica: Oh, that's nice but... I don't know anything about Vietnamese table manners.
Minh: Well, what do you want to know?
Jessica: Well, do you eat around the dinner table like in Britain?
Minh: No, actually we sit on a mat with the food in the middle.
Jessica: You're kidding!
Minh: …

COMMUNICATION

Tell Ss that in this lesson they will have the opportunity to explore the table manners in the UK and compare them with those in Viet Nam.

Go through the **Extra vocabulary** with Ss. If Ss do not know any word in the box, quickly teach it. T can teach the words 'prong', 'cutlery', 'tray' and 'mat' by using the pictures provided in **1**. To teach the word 'palm', point to the T's palm. To teach the word 'host/hostess', T can give an explanation: *When you invite some guests to your house, your mother is the hostess and your father is the host.*

1 In pairs Ss look at the pictures and discuss the differences between them. Encourage them to use the extra vocabulary. Some suggested differences are:

- *In the first picture, people are sitting on the mat to have the meal. In the second picture, they are sitting around the dining table.*
- *In the first picture, people are using rice bowls and chopticks. In the second picture, they are using cutlery.*

…

2 Ss work in pairs to decide if the statements are true or false. Have some Ss write their answers on the board. Do not confirm the correct answers now.

3 Play the recording for Ss to check their answers. Ss listen to the recording twice. If there are any incorrect answers, have Ss explain why the sentences are false.

Key:

1. F (You hold the folk in the left hand and the knife in the right.) **2.** T
3. F (There is also a spoon and a fork for dessert.) **4.** T
5. F (You should never use your own cutlery to take more food from the serving dish – use the serving spoon.)
6. F (You should break off the bread with your hands.)
7. F (Guests have to wait until the host or hostess starts eating.) **8.** T

Audio script:

In the UK we eat around the dining table. We follow lots of table manners. Firstly, we use cutlery – you know, knives, forks and spoons – to eat most of the food. We hold the fork in the left hand and the knife in the right. You should hold the handle of the knife in your palm and your fork in the other hand with the prongs pointing downwards. There is also a spoon and a fork for dessert. When you finish eating, you should place your knife and fork with the prongs upwards on your plate. Secondly, you should never use your own cutlery to take more food from the serving dish – use the serving spoon. Now if there's bread on the table, you can use your hands to take a piece. Then break off a small piece of bread and butter it. Thirdly, if you are a guest, you have to wait until the host or hostess starts eating and you should ask another person to pass the food. Next, never chew with your mouth open and don't talk with food in your mouth…

4 The aim of this activity is to provide Ss with some Vietnamese table manners. Ss may know them all but may lack the language to talk about them. This activity also helps Ss brainstorm more ideas for the next activity.

In pairs Ss discuss if they follow the same table manners in their family. They may add some more. Remember to set a time limit for this activity. Some Ss present their ideas. T may quickly write some of the Ss' extra table manners on the board.

5 Ss work in pairs and role-play. They continue the conversation in the book or make up their own. After some time, call some pairs to act out the conversation in front of the class. Other Ss give comments. Give praise and feedback on Ss' conversations.

SKILLS 1

Reading

1 Look at the pictures and answer the questions.

1. What are the people doing in each picture?
2. Does your family ever do the same things?







2 Read Mi's presentation on customs and traditions. Is she writing about her family or her society?

In my opinion, customs and traditions are very important. Like other families, we have our own customs and traditions.

(A) Firstly, there's a tradition in our family of having lunch together on the second day of Tet. Everyone has to be there before 11 a.m. We have followed this tradition for three generations.



(B) Secondly, we have the custom of spending Sunday together. We usually go to the cinema or go for a picnic. We don't have to do it, but it makes us closer as a family.

(C) Thirdly, we celebrate our grandparents' wedding anniversary on the first Sunday of October because they don't remember the exact date. The custom is that we have to cook a new dish each year. Last year, my mum cooked lasagne, an Italian dish. This year, we prepared five-coloured sticky rice served with grilled chicken.



We all enjoy these customs and traditions because they provide our family with a sense of belonging.

3 Now decide in which paragraph each detail below is mentioned. Write A, B, or C in the blank.

1. the name of an Italian dish _____
2. the time family members have to gather for lunch _____
3. the date of the wedding anniversary _____
4. an outdoor activity _____
5. the length of time a tradition has existed _____
6. the reason for spending time together _____

4 Read the text again and answer the questions.

1. What are the three customs or traditions Mi mentions?
2. What does Mi's family usually do on Sundays?
3. What is the date of her grandparents' wedding anniversary?
4. What did they make for the grandparents' wedding anniversary this year?
5. Why do they love family customs and traditions?

Speaking

5 Work in pairs and discuss the questions.

1. What are the three customs and traditions you like most in your family? Describe them in detail.
2. How do you feel when you take part in these customs and traditions?
3. Why is it important to continue family customs and traditions?

6 Interview another pair to get their answers to the questions in 5. Note down their answers in the table below. Then present what you have found out to the class.

Names of interviewees	Question 1	Question 2	Question 3

SKILLS 1

Reading

1 Have Ss look at the pictures and answer the questions in pairs. Elicit answers from Ss.

> ***Suggested answers:***
> **Picture 1:** A family is celebrating a birthday.
> **Picture 2:** People are making *chung* cakes.
> **Picture 3:** A family is at an amusement park.

2 Ask Ss to read the passage quickly and tell if Mi is writing about her family or her society. Elicit answers from Ss.

> ***Key:***
> She's writing about her family.

3 It is the first time this type of reading exercise has appeared in the textbook, so T should instruct Ss on the way to do it:

- Read the statements and underline the keywords, e.g. in statement 1, the keywords are 'name' and 'Italian dish'.
- Begin with statement 1; read through the passage quickly and locate the keywords.
- Stop to read the part that includes the keywords more carefully to make sure the information matches.

T may model with the first statement. Ss work individually then compare their answers with a classmate before giving the answers to T.

> ***Key:*** **1.** C **2.** A **3.** C **4.** B **5.** A **6.** B

4 Ss read the passage again to answer the questions. Ss can underline parts of the text that help them with the answers. Ss compare their answers before giving the answers to T. Ask them to give evidence when giving the answers.

> ***Key:***
> **1.** They are: having lunch together on the second day of Tet, spending Sunday together, and celebrating her grandparents' wedding anniversary on the first Sunday of October.
> **2.** They usually go to the cinema or go for a picnic together.
> **3.** They don't remember.
> **4.** They made five-coloured sticky rice served with grilled chicken.
> **5.** They love family customs and traditions because they provide a sense of belonging.

Speaking

5 In pairs, Ss take turns to ask each other the three questions about their own family customs and traditions. T can move about the class, facilitating where necessary and assessing how Ss are doing.

6 Now two pairs of Ss join together. One pair interviews the other. One student interviews and the other notes down the answers in the table. Then, the second pair interviews the first pair.

Ss spend a few minutes preparing the findings to present to the whole class.

If there is not much time, T may just have Ss complete **5**. Ss interview each other in pairs and report the findings to the whole class.

SKILLS 2

Listening

1 **Look at the picture. What tradition do you think this is? Share your ideas with a partner.**



2 **Listen to Mai's presentation and complete the table with no more than three words from the recording.**

What is the tradition?	The *xoe* dance
What does the dance express?	Working life and wishes for a (1) _______ life
Where do people perform *xoe*?	Public and (2) _______
How many *xoe* dance forms are there?	More than (3) _______
What is the most popular form?	(4) _______
Why is it the most popular?	It expresses (5) _______ unity
How do people perform it?	Make a circle around the (6) _______ and dance to (7) _______
Why should they continue this tradition?	It reflects Thai (8) _______ _______

3 **Listen again and tick (✓) true (T) or false (F).**

	T	F
1. The *xoe* dance is a spiritual tradition of Thai ethnic people.	☐	☐
2. There are 16 ancient forms of *xoe*.	☐	☐
3. Only young people perform the circle dance.	☐	☐
4. Dances with conical hats, paper fans or scarves are some forms of *xoe*.	☐	☐
5. The importance of *xoe* is expressed in an old Thai song.	☐	☐

Writing





4 **Work in pairs. Read about a traditional Japanese dance. Make complete sentences, using the information given.**

Example:

The Obon dance is a traditional Japanese dance.

What's the tradition?	The Obon dance
What does the dance express?	People honouring their ancestors
When do people perform the Obon dance?	Obon festival, in mid-August in many regions of Japan and in mid-July in other regions
How many Obon dance forms are there?	Different forms in different regions
What is the most typical form?	Circle dance
How do people perform it?	Make a circle around a *yagura*, a high wooden stage; some dancers move clockwise, and some counter-clockwise
Why should they continue this tradition?	One of the most important traditions; lots of people come back to reunite with their families during the Obon festival

5 **Imagine that you are joining a writing contest about customs and traditions and have chosen to write about the Obon dance. Now write a description of this dance. Begin with the following sentence.**

There is a tradition in Japan that people perform the Obon dance during the Obon festival. _______

____

6 **When you have finished, swap your work with a partner. Did they add anything different? Can you spot any mistakes in their work? Share your ideas.**

SKILLS 2

Listening

1 Ss look at the picture and share what they know about this tradition with a partner. Elicit Ss' answers and have them share as much information as possible. Write the name of the traditional dance on the board: The *xoe* dance.

2 Tell Ss that they are going to listen to Mai's presentation on the *xoe* dance and complete the table. Play the recording once. Ask for Ss' answers and write them on the board. If all the answers are correct, move to the next activity. If Ss are not sure about their answers, play the recording again for Ss to check. Make changes to the answers on the board but do not confirm the correct answers now.

Audio script:

Today I'm going to tell you about the *xoe* dance, a traditional dance of the Thai ethnic group in Viet Nam. Thai people have followed this spiritual tradition for generations.

The *xoe* dance expresses people's working life and wishes for a happy and wealthy life. It is performed in both public and private gatherings such as celebrations, festivals or family reunions.

The *xoe* dance has more than 30 forms based on the first six ancient forms. The most popular form is the *xoe vong* or 'circle dance' because it expresses social unity. People, young or old alike, join hands to make a circle around the fire and dance to the music. Besides the circle dance, there are dances with conical hats, paper fans or scarves.

Old people say they shouldn't break with this tradition because it reflects Thai culture and lifestyle. As a Thai folk song goes, without the *xoe* dance, the rice won't grow and people won't get married.

3 Without listening to the recording again, Ss decide if the sentences are true or false. If they meet any difficulty doing this, play the recording again. Have Ss compare their answers in pairs before giving T the answers. Play the recording the last time to confirm the answers for both **2** and **3**.

Key:

2
1. happy and wealthy
2. private gatherings
3. 30
4. the circle dance
5. social
6. fire
7. the music
8. culture and lifestyle

3 1. T 2. F 3. F 4. T 5. T

If there is not much time, Ss can skip **3**.

Writing

In this writing part, Ss are asked to write a description of a traditional Japanese dance, the Obon dance.

4 Ss work in pairs and make sentences using the given information. This activity can provide scaffolding for the next activity. If time allows, Ss are encouraged to write down the full sentences; otherwise, they make full sentences orally. T should move around to give comments as there may not be enough time for checking with the whole class.

With classes that need more support, T may ask Ss to do **4** more carefully. Ask some Ss to write the sentences on the board and check them with the whole class. Then have Ss write the description at home and bring it back in the next lesson.

5 Ss write their description individually based on the sentences they have made, beginning with the given sentence. Ss may also write this in groups on big pieces of paper.

6 Ss or groups exchange their descriptions to spot any mistakes. Share them with the whole class. T may collect some Ss' work to mark at home or ask them to rewrite the descriptions as homework. In this case, remember to ask for Ss' revised work in the next lesson.

Note that the audio script provides a good model of a written description of a dance. This structure can be used to describe the Obon dance.

LOOKING BACK

Vocabulary

1 Complete the sentences with the words from the box.

cutlery	generations	wrap
worshipping	host	respect

1. We should _______ our customs and traditions.
2. A lot of countries in the world have the tradition of _______ their ancestors.
3. You shouldn't _______ a gift in black or white paper.
4. In a lot of countries, the _______ usually invites everybody to start eating.
5. In Viet Nam, the _______ we mostly use is chopsticks.
6. For _______, my family has visited this pagoda.

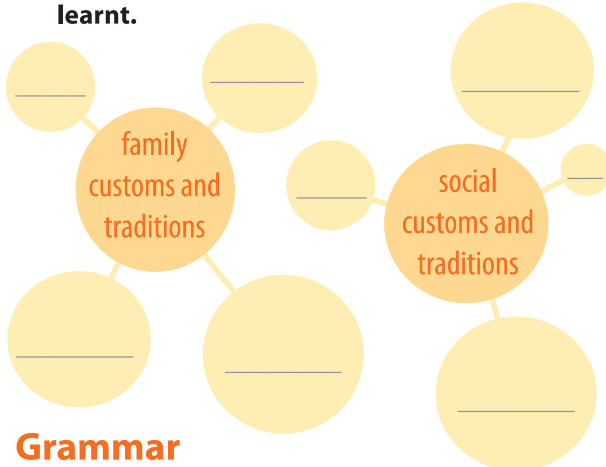


2 Write sentences with the following expressions.

there's a tradition that
according to tradition
follow the tradition of
break with tradition by
have the custom of

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

3 Complete the following wordwebs with the customs and traditions you know or have learnt.



Grammar

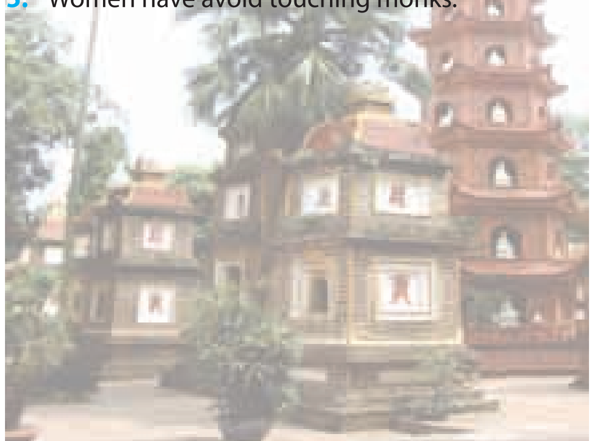
4 Complete the sentences, using *should* or *shouldn't* and a verb from the box.

use	break	wait	touch	follow

1. In Viet Nam you _______ for the eldest person to sit before you sit down.
2. In Viet Nam you _______ only the first name to address people older than you.
3. You _____ your promise to the children.
4. If you are Vietnamese, you _______ your customs and traditions.
5. You _______ another person's head because it's disrespectful.

5 Underline one mistake in each of the following sentences. Correct it.

1. When you visit a temple in Thailand, you has to follow some important customs.
2. People should wear short shorts and tank tops. This is disrespectful.
3. People can wear sandals, but these have to has a strap around the back.
4. People should to lower their voice inside the temple.
5. Women have avoid touching monks.



LOOKING BACK

Encourage Ss not to refer back to the unit. Ask them to keep a record of their answers to each exercise so that they can use that information to complete the **self-assessment** box at the end of the unit.

Vocabulary

1 Ss do this activity individually then compare their answers with a partner. Check Ss' answers.

Key:
1. respect **2.** worshipping **3.** wrap **4.** host **5.** cutlery **6.** generations

2 Ss do this exercise individually, then compare their sentences with a partner. Ask some Ss to write their sentences on the board. T and other Ss give comments.

3 Set a time limit for this activity. Within three or five minutes, Ss write down as many family and social customs and traditions in the wordwebs as possible. Draw four wordwebs on the board and have two Ss write their answers on the board. T and other Ss comment on the answers. This is an open activity, so accept all the answers provided that they are right.

Grammar

4 Ss do this exercise individually and then share the answers with a classmate. Check their answers.

Key:
1. should wait **2.** shouldn't use **3.** shouldn't break **4.** should follow **5.** shouldn't touch

5 Ss underline one mistake in each sentence and correct it. They are also encouraged to explain their correction. Elicit answers from Ss.

Key:
1. has to → have to **2.** should → shouldn't **3.** have to has → have to have
4. should to → should **5.** have avoid → have to avoid

Communication

6 GAME: WHAT SHOULD I DO?

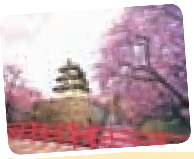
In small groups, take turns to choose one of these scenarios for each other. Once everyone has had a turn at answering, vote for the person who gave the best advice.



I've been invited to dinner with a British family.



I'm going to visit a pagoda in Viet Nam.



I'm going to Japan to stay with my Japanese friend.



I'm going to visit a temple in Thailand.



I want to join in the Tet celebrations.



Finished! Now I can … .	✓	✓✓	✓✓✓
• use different expressions to talk about customs and traditions			
• use *should* and *have to* to express advice and obligation about customs and traditions			
• pronounce words containing clusters /spr/ and /str/ correctly in isolation and in sentences			
• write a description of a traditional dance			

PROJECT

Customs and traditions:

How they have changed



1. Work in groups of three or four. Decide on a Vietnamese custom or tradition you want to research.
2. Individually, interview an older person (your grandmother or your neighbour) about this custom or tradition.
3. Then interview a younger person (your mother or your teacher) to see if this custom or tradition has changed today.
4. Back in your group, compare and combine your research results. Then together plan your presentation. Decide which of you will lead each part of the presentation.
5. Give your presentation to the rest of the class.

Communication

6 Ss work in groups to play the game. One student is the group secretary. Group members take turns to choose one of the scenarios for each other. The secretary writes down the advice each member gives. Finally, the group votes for the person giving the best advice.

OR: Ss work in groups, discuss and write down the advice for all the scenarios on a big piece of paper. When time is up, they present the results to the class. Afterwards, the class votes for the best advice.

Finished!

Ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice.

PROJECT
Customs and traditions: How they have changed

Tell Ss that customs and traditions may change over time. Ask Ss if they know any custom or tradition that has changed. Elicit Ss' answers. Some customs and traditions that may have changed are those celebrating weddings and the Tet holiday, throwing house-warming parties …

Ss work in groups to do the project following the instructions in the book. Answer Ss' questions if there are any. Remember to have Ss present their findings in the next lesson and vote for the best.

Unit 5 FESTIVALS IN VIET NAM

THIS UNIT INCLUDES:

VOCABULARY
Festivals
Festival activities

PRONUNCIATION
Stress of words ending in *-ion* and *-ian*

GRAMMAR
Simple and compound sentences: review
Complex sentences

COMMUNICATION
Talking about festivals in Viet Nam

GETTING STARTED

Which festival should I see?



1 Listen and read.

Peter: Hey, I'm visiting Viet Nam this spring. I really want to see a festival there.

Duong: Really? Well, how about the Hue Festival?

Peter: What's that? And when is it?

Duong: It's in April. There's lots to see – a grand opening ceremony, an *ao dai* fashion show, a *Dem Phuong Dong* or oriental night show, royal court music performances... and sporting activities like human chess, boat races...

Peter: Sounds great! How about festivals in February or March?

Duong: Well, there's the Tet holiday. Why don't you come for that?

Peter: Are you sure? But it's your family reunion.

Duong: Sure! Come and join the celebration. To welcome Tet, we prepare a five-fruit tray and make jam and *chung* cakes. It's hard to explain on the phone. Just come, you won't regret it.

Peter: Thanks, Duong!

Duong: Yes,... Then on the 12th day of the first lunar month I'll take you to Bac Ninh Province, which is north of Ha Noi, to see the Lim Festival.

Peter: Slow down, Duong! The 'what' festival?

Duong: Lim – there's traditional *quan ho* singing which is performed on dragon boats, and folk games like swinging on huge bamboo swings, wrestling…



Objectives:

By the end of this unit, students can:

- stress correctly multi-syllable words with *-ion* and *-ian* endings
- use lexical items related to the topic 'Festivals in Viet Nam'
- write compound sentences using conjunctions *and, but, or, yet, so* and conjunctive adverbs *however, nevertheless, moreover, therefore, otherwise*
- write complex sentences using subordinators *because, if, when, while, although, even though*
- read for specific information about festivals
- talk about a festival
- listen for specific information about a festival
- write about a festival they like or have been to

GETTING STARTED
Which festival should I see?

Introduction

Before Ss open their books, review the previous unit by asking them to take part in a small game. Teacher writes "Tet Festival" on the board and asks two groups of five students to come to the board. Group A writes what Vietnamese people should do and group B writes what Vietnamese people shouldn't do during the Tet Festival. Set a time limit. The game stops when the time is up. Each custom or tradition written down is rewarded with one mark. The group with higher marks wins.

Ask Ss to add any names of any other festivals in Viet Nam that they know or have been to. Ask them which of the festivals they would recommend to foreigners and why.

1 Ask Ss to open their books and look at the picture and the heading **Which festival should I see?** Ask them some questions:

Where are Duong and Peter?

What are they doing?

What might they be talking about?

Ss answer the questions as a class.

a **Tick (✓) true (T) or false (F).**

	T	F
1. Peter will come to Viet Nam in spring.	☐	☐
2. Peter wants Duong to recommend somewhere to go.	☐	☐
3. Duong says that Peter should come to Hue and Da Nang.	☐	☐
4. Peter doesn't want to come to the Hue Festival.	☐	☐
5. Duong recommends Peter to see the Hue Festival, the Lim Festival, and to celebrate the Tet holiday with his family.	☐	☐

b **Read the conversation again and answer the questions.**

1. When is the Hue Festival held? What can visitors see there?
2. What does Duong's family do to welcome Tet?
3. Why does Duong say 'It's hard to explain on the phone'?
4. Where and when is the Lim Festival held?
5. Why do you think Duong recommends the Lim Festival?

c **Can you find the following expressions in the conversation? Try to explain their meaning.**

1. Why don't you come for that?
2. Sounds great!
3. You won't regret it.
4. Are you sure?

d **Work in pairs. Make short conversations with the four expressions in c.**

Example:

Why don't you come with us to the Lim Festival? You won't regret it.

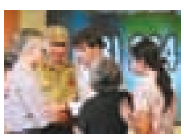
Sounds great! / Are you sure?

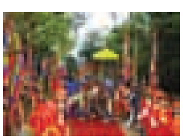
2 **Use the words from the box to label the pictures.**

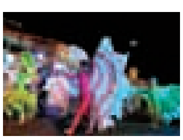
ceremony	performance	procession
reunion	carnival	anniversary

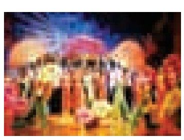

a. ___________


b. ___________


c. ___________


d. ___________


e. ___________


f. ___________

3 **Match the words with the pictures of festivals.**


a


b


c


d


e

1. Do Son Buffalo-fighting Festival
2. Cow Racing Festival
3. Le Mat Snake Festival
4. Whale Festival
5. Elephant Race Festival

4 **Match the festivals in 3 with their descriptions.**

Festival	Description
	a. This is held in Don Village, Dak Lak Province. Elephants and their riders race to the sound of drums, gongs and the cheering crowds.
	b. This is held in An Giang Province. Each race includes two pairs of cows, and they are controlled by two young men.
	c. This is a traditional, buffalo-fighting ceremony to worship the Water God in Do Son, Hai Phong City.
	d. This is a festival to worship the whale and pray for the good fortune of the fishermen in Quang Nam.
	e. This festival uses a bamboo snake performance to retell the story of Le Mat Village.

a First, play the recording and have Ss work independently. Play the recording once or twice more. Pause the recording at the appropriate places if Ss need help with comprehension. Then allow Ss to share their answers with a classmate before discussing as a class.

Key: **1.** T	**2.** T	**3.** F	**4.** F	**5.** T

b First, ask Ss not to look at the conversation to answer the questions, then have them open their books and check their answers.

Key:

1. In April. They can see a grand opening ceremony, an *ao dai* fashion show, a *Dem Phuong Dong* or oriental night show, royal court music performances ... and sporting activities.
2. Duong's family prepares a five-fruit tray and makes jam and *chung* cakes.
3. Because there are so many interesting things to see and enjoy, it would take too long to describe them.
4. In Bac Ninh, on 12th of the first lunar month.
5. Because it's near Ha Noi, it takes place right after Tet holiday and is full of traditional events.

c Ask Ss to look at the conversation again and underline the expressions. Have Ss use the context to try to explain when they may use the expressions. Correct them if necessary.

Key:

1. used as suggestion or to give advice
2. (*It/That*) *sounds* + adj: used to give your first impression of what you hear
3. to stress that it is worth spending time or money doing something
4. to show surprise and to check that something is really OK to do

d In pairs, have Ss role-play, practising the expressions in **c**. Call on a few pairs to perform to the class.

2 Have Ss work in pairs, matching the words with the pictures. Then check their answers. Afterwards, have Ss repeat the words chorally. Correct their pronunciation if necessary. Ask for translation to check their understanding if necessary.

Key:	**a.** ceremony	**b.** anniversary	**c.** reunion
	d. procession	**e.** carnival	**f.** performance

3 Have Ss work independently, match the names of the festivals with the appropriate pictures, then cross-check with a partner. Finally, check Ss' answers.

Key: **1.** d	**2.** a	**3.** c	**4.** b	**5.** e

4 Ask Ss to work in pairs, matching the descriptions of festivals with their names. Check Ss' answers.

Key: **1.** c	**2.** b	**3.** e	**4.** d	**5.** a

A CLOSER LOOK 1

Vocabulary

1 Match the words to their meanings.

1. to preserve	a. a show
2. to worship	b. an act of special meaning that you do in the same way each time
3. a performance	c. to keep a tradition alive
4. a ritual	d. to remember and celebrate something or someone
5. to commemorate	e. to show respect and love for something or someone

2 Complete the sentences using the words in 1.

1. The Giong Festival is held every year to _______ Saint Giong, our traditional hero.
2. At Huong Pagoda, we offer Buddha a tray of fruit to _______ him.
3. Thanks to technology, we can now _______ our culture for future generations.
4. In most festivals in Viet Nam, the _______ often begins with an offering of incense.
5. The Le Mat Snake _______ is about the history of the village.



3 Match the nouns with each verb. A noun can go with more than one verb.

a ceremony	a show	a celebration
an anniversary	a hero	good fortune
a ritual	a god	a reunion

1. WATCH ______________________________
2. HAVE ______________________________
3. WORSHIP ______________________________
4. PERFORM ______________________________

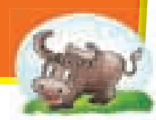
Pronunciation

Stress in words ending in *–ion* and *–ian*

4 a Look at the table below. What can you notice about these words?

competition	commemoration	procession
preservation	confusion	magician
musician	vegetarian	companion

Remember!
With the words ending in the suffix *-ion* or *-ian*, stress the syllable **immediately before the suffix**.
Example:
commemo'ration
vege'tarian



b Now listen and repeat the words.

5 Listen and stress the words below. Pay attention to the endings.

1. procession	5. politician
2. companion	6. musician
3. production	7. historian
4. competition	8. librarian

6 Read the following sentences and mark (') the stressed syllable in the underlined words. Then listen and repeat.



1. Elephants are good <u>companions</u> of the people in Don Village.
2. The elephant races need the <u>participation</u> of young riders.
3. The elephant races get the <u>attention</u> of the crowds.
4. Vietnamese <u>historians</u> know a lot about festivals in Viet Nam.
5. It's a <u>tradition</u> for us to burn incense when we go to the pagoda.

A CLOSER LOOK 1

Introduction

Start with a game. Select two teams of four Ss to come to the front of the class. Set a time limit, and ask Ss to write nouns and verbs related to festivals on the board. They can draw two columns on the board, one for nouns and one for verbs. Then check the answers with the whole class. Decide the winner. Then check if Ss know the meanings of the words. Ask for translation to check their understanding if necessary.

Vocabulary

1 Now have Ss open their books and work independently on **1** and **2**. Then, ask them to share their answers with one or more partners. If necessary, ask for translation of some words or phrases in the box to check their understanding. Then check Ss' answers.

Key: **1.** c **2.** e **3.** a **4.** b **5.** d

2

Key: **1.** commemorate **2.** worship **3.** preserve **4.** ritual **5.** performance

3 Have Ss work in pairs to match verbs with nouns on a piece of paper then swap the answers with another pair to check. Afterwards, check Ss' answers.

Key: **1.** WATCH … a ceremony, a show **2.** HAVE … (all can fit)
3. WORSHIP … a god, a hero **4.** PERFORM … a ritual, a ceremony, a show

Pronunciation

Stress in words ending in –*ion* and –*ian*

4a Ask Ss to look at the words in the table. T asks '*What do you notice about the endings? How many syllables does each word have?*'. Have Ss answer and sum up:

Key: They are all words with more than two syllables.
They end with the suffix *-ion* or *-ian*

Model stress in different words with the ending *-ion*, and *-ian*. Ask Ss to look at the rules in the **Remember!** box. Discuss this rule with the class and elicit some pronunciations from Ss.

b Play the recording and ask Ss to listen and repeat the words, paying attention to the stress on the syllable immediately before the ending *-ion* or *-ian*. Play the recording as many times as necessary.

Audio script:

compe'tition	commemo'ration	pro'cession
preser'vation	con'fusion	ma'gician
mu'sician	vege'tarian	com'panion

5 Play the recording and ask Ss to listen and stress the words. Ask them to pay attention to the endings. Ss compare their answers in pairs. T checks.

Audio script: **1.** pro'cession **2.** com'panion **3.** pro'duction **4.** compe'tition
5. poli'tician **6.** mu'sician **7.** his'torian **8.** lib'rarian

6 First, have Ss work individually to mark the stress patterns. Then ask Ss to work in small groups to read out the sentences. Go around to help Ss. Call some Ss to practise in front of the class. Correct their pronunciation if necessary. Ask Ss to listen and repeat the sentences while listening to the recording.

Key: **1.** com'panions **2.** partici'pation **3.** at'tention **4.** his'torians **5.** tra'dition

A CLOSER LOOK 2

Grammar

Simple and compound sentences: review

1 **Write S for simple sentences and C for compound sentences.**

_______ 1. I enjoy playing tennis with my friends every weekend.

_______ 2. I like spring, but I don't like the spring rain.

_______ 3. I've been to Ha Long twice, and I joined the carnival there once.

_______ 4. My family and I went to the Nha Trang Sea Festival in 2011.

_______ 5. I like the Mid-Autumn Festival and look forward to it every year.

2 **Connect each pair of sentences with an appropriate conjunction in the box to make compound sentences.**

and but or so yet

1. At the Mid-Autumn Festival children carry beautiful lanterns. It's a memorable childhood experience.

____

2. During Tet, Vietnamese people buy all kinds of sweets. They make *chung* cakes as well.

____

3. The Hung King's sons offered him many special foods. Lang Lieu just brought him a *chung* cake and a *day* cake.

____

4. To welcome Tet, we decorate our house with peach blossoms. We can buy a mandarin tree for a longer lasting display.

____

5. The Huong Pagoda Festival is always crowded. We like to go there to pray for good fortune and happiness.

____



3 **Connect each pair of sentences with an appropriate conjunctive adverb in the box to make compound sentences.**

however nevertheless moreover therefore otherwise

1. Chu Dong Tu and Giong are both legendary saints. They are worshipped for different things.

____

2. Tet is the most important festival in Viet Nam. Most Vietnamese return home for Tet.

____

3. Tet is a time for us to worship our ancestors. It's also a time for family reunion.

____

4. The Khmer believe they have to float lanterns. They may not get good luck.

____

5. The Hung King Temple Festival was a local festival. It has become a public holiday in Viet Nam since 2007.

____

Look out!

In formal language, conjunctive adverbs **however, nevertheless, moreover, therefore, otherwise** go after a semi colon (;) and before a comma (,).

Example:
I like reading; **therefore**, I spend a lot of money on books.



Complex sentences

1. ***A complex sentence*** includes one independent clause, and one (or more) dependent clause. The dependent clause can go before or after the independent clause.

- If the dependent clause goes before the independent clause, it is followed by a comma (,).

Example:
While the elephants are racing, people cheer to encourage them.
dependent clause ***independent clause***

- If the independent clause goes before the dependent clause, there is no comma.

Example:
People cheer to encourage the elephants while they are racing.

2. A dependent clause begins with a subordinator such as **when, while, because, although/ even though,** or **if**

A CLOSER LOOK 2

Simple sentences and compound sentences: review

Rules:

A simple sentence is one independent clause. Notice that a sentence that has two verbs as in the sentence *I enjoy playing tennis and look forward to it every weekend* or two nouns as in *My mother and I go shopping every weekend* is still a simple sentence because it has only one clause.

A compound sentence is two or more independent clauses joined together. Each clause is of equal importance and could stand alone. They can be joined with conjunctions *and, but, or, so, yet* or conjunctive adverbs *however, nevertheless, moreover, therefore, otherwise*.

Grammar

Simple and compound sentences: review

1 Ask Ss to work in pairs. Then have Ss answer before checking with the whole class.

Key: **1.** S **2.** C **3.** C **4.** S **5.** S

2 Have Ss work individually and check with another S. Finally, T check Ss' answers with the whole class.

Key:

1. At the Mid-Autumn Festival children carry beautiful lanterns, **so** it's a memorable childhood experience.
2. During Tet, Vietnamese people buy all kinds of sweets, **and** they make *chung* cakes as well.
3. The Hung King's sons offered him many special foods, **but** Lang Lieu just brought him a *chung* cake and a *day* cake.
4. To welcome Tet, we decorate our house with peach blossoms, **or** we can buy a mandarin tree for a longer lasting display.
5. The Huong Pagoda festival is always crowded, **yet** we like to go there to pray for good fortune and happiness.

3 Ask Ss to look at the rules in the **Look out!** box. Tell them the use of punctuation in formal language when we write a compound sentence using conjunctive adverbs.

Key:

1. Chu Dong Tu and Giong are both legendary saints; **however/ nevertheless**, they are worshipped for different things.
2. Tet is the most important festival in Viet Nam; **therefore**, most Vietnamese return home for Tet.
3. Tet is a time for us to worship our ancestors; **moreover**, it is also a time for family reunion.
4. The Khmer believe they have to float lanterns; **otherwise**, they may not get good luck.
5. The Hung King Temple Festival was a local festival; **nevertheless/ however**, it has become a public holiday in Viet Nam since 2007.

4 **Match the dependent clauses with the independent ones to make complex sentences.**

Dependent clause	Independent clause
1. **When** the An invaders came to Viet Nam,	a. it is an essential part of the ceremony to worship the Water God.
2. **Because** *quan ho* is the traditional folk song of Bac Ninh,	b. the three-year-old boy grew up very fast and defeated them, legend says.
3. **Even though** Tien Dung was a daughter of the 18th Hung King,	c. the crowds encourage them with drums and gongs.
4. **If** a pair of cows in the Cow Racing Festival go outside the line,	d. only this kind of singing is allowed at the Lim Festival.
5. **Although** the Buffalo-fighting Festival sounds frightening,	e. she married a poor man, Chu Dong Tu.
6. **While** the dragon boats at Ghe Ngo are racing,	f. they cannot continue the race.

5 **Fill each blank with one suitable subordinator** ***when, while, even though/ although, because*** **or** ***if.***

ELEPHANT RACE FESTIVAL



The Elephant Race Festival is held by the Mnong people in spring in Don Village or in the forests near Srepok River, Dak Lak Province. (1) ________ the space must be wide enough for around 10 elephants to race, villagers often choose a large, flat area. (2) ________ the race is held in the forests, the area must be without too many big trees.

The elephants are led to the starting line, and (3) ______ the horn command is given, the race begins. The elephants are encouraged by the sounds of drums, gongs and the cheering crowds (4) ______ they are racing.

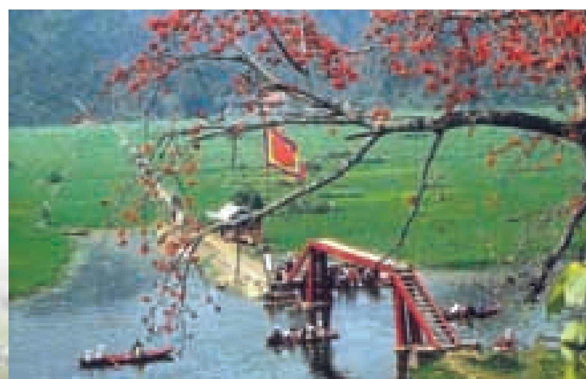


(5) ______ an elephant wins the race, it lifts its trunk above its head and waits for its prize. (6) ______ the prize is small, every rider is proud to be the race winner.

6 **Use your own words/ ideas to complete the sentences below. Compare your sentences with a partner.**



1. Although I like the Giong Festival, ________________________.
2. Because it's one of the most famous festivals, ________________________.
3. If you go to Soc Son, ________________________.
4. When people go to Huong Pagoda, ________________________.
5. While people are travelling along Yen Stream, ________________________.



Complex sentences

4 Tell Ss to read the grammar box **Complex sentences** carefully. Go through the grammar point with the class to make sure everybody understands. Explain the meaning of the subordinators, translating if necessary. If time allows, ask Ss to give examples using the grammar point. Then ask Ss to work individually to match the clause and check with one or more partners. Finally, T corrects as a class.

Key: **1.** b **2.** d **3.** e **4.** f **5.** a **6.** c

5 Have Ss work individually to add the subordinators. Then check as a class. Discuss the reasons for using each subordinator.

Key:
1. Because **2.** If **3.** when **4.** while **5.** When **6.** Athough/Even though

6 Have Ss work in pairs to complete the sentences. Ask Ss to swap their sentences with other pairs and cross-check. Have some Ss read out their answers. If the classroom has a projector, show some answers and check them with the whole class.

Suggested answers:
1. ____________, I have never been there.
2. ____________, we shouldn't miss it.
3. ____________, you should visit Giong Temple.
4. ____________, they take a lot of photos.
5. ____________, they can enjoy the beautiful scenery of the area.

COMMUNICATION

A Khmer Festival

Extra vocabulary

bamboo archway **green rice flakes**
coconut **clasped hands** **floating lanterns**

1 **Look at the pictures. Discuss the following questions with a partner and then write the right words under the pictures.**

a. What are the things in the pictures?

b. Do you know the festival at which they appear?



1. ________________



2. ________________



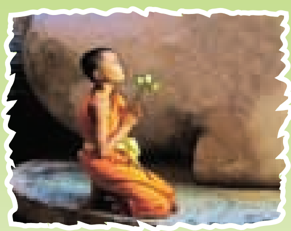
3. ________________



4. ________________



5. ________________



6. ________________

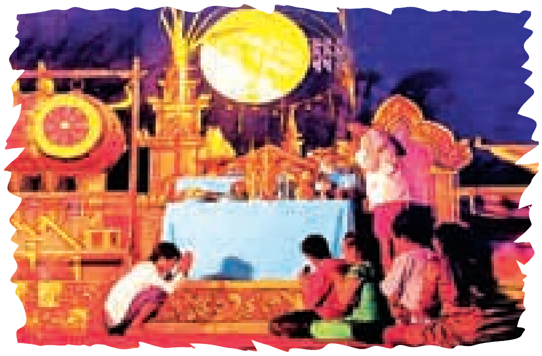


7. ________________



8. ________________

2 **Now listen to an interview between a TV reporter and a man about a festival to check your answers.**



3 **Listen to the interview again and complete the table below with the answers to the suggested questions.**

Where?	1. ________________
When?	2. ________________
Who is worshipped?	3. ________________
What activities?	4. ________________ 5. ________________ 6. ________________

4 **Role-play in groups of three. One of you is a reporter; two of you are locals. Do an interview about a local festival. It can be a real or an imaginary festival.**



Example:

A: Good morning. Can I ask you some questions about this festival?

B: Yes, of course.

A: What is the festival called?

B: It's ______. It's held in ______.

A: Who do you worship at the festival?

C: We worship ______.

COMMUNICATION

A Khmer Festival

Introduction

Before Ss open their books, ask them if they have been to/seen a festival by the Khmer. T can say *Today, we are going to listen to an interview with a Khmer about a Khmer Festival. What questions might the interviewer ask?*

1 Ask Ss to look at the pictures and answer the questions.

2 Play the recording and let Ss check their guesses.

Key:

a **1.** bamboo archway **2.** green rice flakes **3.** potatoes **4.** coconuts
5. *pia* cake **6.** clasped hands **7.** lanterns **8.** dragon boat race

b Ooc bom boc festival

Audio script:

A: Good morning. Can I ask you some questions about this festival?
B: Yes, of course.
A: What is the festival called?
B: Ooc bom boc. It's held by our ethnic group in Soc Trang on the 14^{th} and 15^{th} evenings of the 10^{th} lunar month.
A: Who do you worship at the festival?
B: Our Moon God. We thank him for giving us a good harvest and plenty of fish in the rivers.
A: What do you do during the festival?
B: First, we have a worshipping ceremony at home, under the bamboo archway or at the pagoda. When the moon appears, the old pray to the Moon God and the children raise their clasped hands to the moon.
A: Sounds great! So what are the offerings?
B: Green rice flakes, coconuts, potatoes and *pia* cakes.
A: Do you do any other activities after that?
B: Sure. Then we float beautiful paper lanterns on the river, and the next evening, we hold thrilling dragon boat races.

3 Ask Ss to work in pairs, making full questions based on the given question words and giving as many answers as possible based on what they can remember from the previous listening. Play the recording again for Ss to answer. If Ss haven't been able to answer all the questions, play the recording another time. Check the answers with the whole class.

Suggested questions:

1. Where is the festival held?
2. When is the festival held?
3. Who do the people worship at the festival?
4-6. What activities do people do at the festival?

Key: **1.** Soc Trang **2.** 14^{th}, 15^{th} evenings of the 10^{th} lunar month **3.** Moon God
4. have a worshipping ceremony **5.** float paper lanterns **6.** hold dragon boat races

4 Before the role-play begins, give Ss a little time to decide which festival to talk about and assign roles. Note that Ss could also invent a festival. Use the example in **4** and the listening in **3** as models. When everyone has finished, ask some groups to role-play in front of the whole class.

SKILLS 1

Reading

1 Below are pictures from websites about festivals in Viet Nam. Work in groups to answer the following questions.

1. What are the people doing in each picture?
2. Who do people worship at the Hung King Temple Festival?
3. Who do people worship at the Huong Pagoda Festival?

A. HUNG KING TEMPLE FESTIVAL



B. HUONG PAGODA FESTIVAL



2 Now read the information about these festivals to check your ideas.

A The Hung King Temple Festival takes place from the 8^{th} to the 11^{th} day of the third lunar month in Phu Tho. This festival is held to worship the Hung Kings who are the founders and also the first emperors of the nation. The festival features a procession from the foot of the Nghia Linh mountain to the High Temple on top of the mountain. Here, there is a ceremony of offering incense and specialities such as *chung* cakes, *day* cakes and five-fruit trays to the Kings. Moreover, there are also many joyful activities including bamboo swings, lion dances, wrestling and *xoan* singing performances.

B This Buddhist Festival is held annually and lasts for three months from the first to the third lunar month. During the festival, visitors come from all over the country and from overseas to join the procession and make offerings of incense, flowers, fruit and candles to worship Buddha at the pagoda. In addition to the ceremonies, people enjoy activities at this festival such as hiking in the mountains, exploring caves and taking photos of the beautiful scenery.

3 Find words/ phrases in the passages that have similar meaning to these words or phrases.

1. kings
2. includes as an important part of something
3. interesting, full of fun
4. from abroad
5. going for a long walk
6. natural surroundings

4 Read the information again and answer the following questions.

1. When does the Hung King Temple Festival take place?
2. What is included in the offerings to the Hung Kings?
3. Why is it joyful to go to the Hung King Temple Festival?
4. What do people do to worship Buddha at the Huong Pagoda Festival?
5. Which of the activities at the Huong Pagoda Festival do you like most?

Speaking

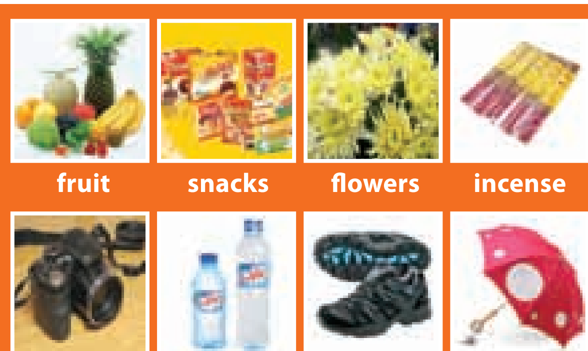
5 a Work in pairs. Your teacher is organising a trip. You have two options: going to Huong Pagoda or going to Hung King Temple. You have to decide the following:

1. Which place do you prefer to go to? Explain your choice.

Example: I prefer to go to Huong Pagoda because I really want to travel along Yen Stream by boat. How about you?

2. What things should you take with you? Why?

Example: I think we should take a bottle of water because we'll need it when we're climbing the mountain.



b Now report your decisions to the class. Which location is more popular and why?

SKILLS 1

Reading

1 In small groups, have Ss look at the pictures and answer the questions, but don't check the answers with the class.

2 Give Ss two minutes to skim the passages and check their answers in **1**. Explain that to skim, they must move their eyes very quickly over the text to get a general idea of the subject.

3 Now give Ss one minute to scan the passages to find the words. Explain that to scan they must move their eyes quickly over the text to look for specific information, rather than reading every word. Ask Ss to underline or circle the words they find with a pencil. T may help Ss work out the meanings of these words from the context. Then check with the whole class.

Key:	**1.** emperors	**2.** features	**3.** joyful	**4.** from overseas	**5.** hiking	**6.** scenery

4 Set a longer time limit for Ss to read the text again and answer the questions. Ask Ss to note where they found the information that helped them to answer the questions. Ss can compare answers with a partner before discussing them as a class.

Key:

1. The Hung King Temple festival takes place from the 8^{th} to the 11^{th} day of the third lunar month.
2. Incense, specialities such as *chung* cakes, *day* cakes and five-fruit trays.
3. Because there are many joyful activities including bamboo swings, lion dances, wrestling and *xoan* singing performances.
4. People join the procession and make offerings of incense, flowers, fruit and candles.
5. *Ss' own answers.*

Speaking

5a First, ask Ss to work in pairs, choosing one of the two places: *Huong Pagoda* or *Hung King Temple* to go to. Remind Ss to give a reason for their choice like in *Example 1*.

Now, ask Ss to think about what to take with them. Ask them to use the suggestions in the pictures. Encourage them to add any other items they think necessary and give reasons. Go around to help Ss.

b Ask Ss to report their decisions to the class and decide which location is more popular. Remember to ask Ss to say why the chosen location is more popular.

Listening

1 Work in pairs. Describe the picture and answer the questions.

1. Who is Saint Giong?
2. What did he do for the country?



2 Listen to a tour guide giving information about the Giong Festival and circle the correct answer A, B, or C.

1. The Giong Festival is held in ________ District, Ha Noi.
   A. Dong Anh
   B. Soc Son
   C. Dong Da
2. This festival is held to commemorate Saint Giong who defeated ________.
   A. the An
   B. the Ming
   C. the Mongols
3. The festival is held ________.
   A. on the 6th day of the 4th lunar month
   B. on the 12th day of the 4th lunar month
   C. from the 6th to the 12th of the 4th lunar month

3 Listen to the talk again and write answers to the questions below.

1. How different is Saint Giong from other heroes in Viet Nam?
2. When do the preparations for the festival begin?
3. What kind of ceremony takes place after the procession?
4. What happens when night falls?
5. How important is this festival?

Writing

4 Work in pairs. Discuss with your partner the festival in Viet Nam that you like best. Use the word web below to take notes.

I LIKE THE .... FESTIVAL

- It's held in ________.
- It's held on ________.
- It commemorates ________.
- It worships ________.
- It's impressive because ________.
- The main activities are 1 ________ 2 ________ 3 ________.
- I like this festival because ________.
- I also like it because ________.

5 Now use the notes to write an article about this festival for the school website. Remember to add any necessary connectors below to make compound and complex sentences.

when	while	because
and	but	so
first	then	moreover



SKILLS 2

Introduction

Write the word 'hero' on the board as the centre of a word web. Ask volunteers to come up and add any words or phrases to the word-web connected with the topic of 'heroes'. Accept all ideas and don't correct anything. Then tell Ss they are going to listen to a passage about a Vietnamese hero and open the books.

Listening

1 Ask Ss to work in pairs, describing the picture and then answer the questions.

2 Tell Ss that they are going to listen to a tour guide giving information about the Giong Festival. Ask them to read the questions carefully and try to predict the answers based on what they know. Remind them to pay attention to keywords in the options. Play the recording and ask Ss to circle the right answers. Check their answers with the whole class.

Key: **1.** B **2.** A **3.** C

3 Have Ss underline keywords in the questions. Play the recording. Ask them to write answers on a piece of paper. If necessary, play the recording again for Ss to check the answers. Then select Ss to read out their answers to the class. Elicit any corrections from the class as you write their answers on the board.

Key:
1. He is a mythical hero, who grew from a three-year-old child into a giant overnight.
2. The preparations begin one month before the festival.
3. A religious ceremony
4. There is a *cheo* play performance.
5. This festival shows the love for our motherland and the preservation of our cultural heritage.

Audio script:

The Giong Festival is celebrated every year in Phu Linh Commune, Soc Son District, Ha Noi. This festival commemorates the hero, Saint Giong. He is considered a mythical hero because he grew from a three-year-old child into a giant overnight. He is worshipped for defending the country from foreign invaders - the An.

Although this festival is held from the 6^{th} to the 12^{th} day of the 4^{th} lunar month, people start preparing traditional clothing for the procession and for various festival performances one month beforehand. During the festival, the procession starts at the Mother Temple and goes to Thuong Temple where a religious ceremony is performed. When night falls, a *cheo* play is performed. Then the festivities end with a thanksgiving procession on the 12^{th}.

This festival shows our love for the motherland and the preservation of our cultural heritage.

Writing

4 Set a time limit for Ss to brainstorm ideas and write their notes. Move around, helping Ss with ideas where necessary.

5 Ask Ss to refer back to the reading passages in **Skills 1** for useful language and ideas, and note some necessary expressions and language as well as connectors they may need on the board.

Ask Ss to work individually to write a first draft. Display all or some of the articles on the wall/ board. Other Ss and T give comments. Ss edit and revise the articles as homework.

LOOKING BACK

Vocabulary

1 Rearrange the letters to label the pictures.



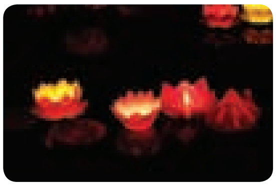
1. icnesen



2. ofernfigs



3. pary



4. lnerants



5. csrwod



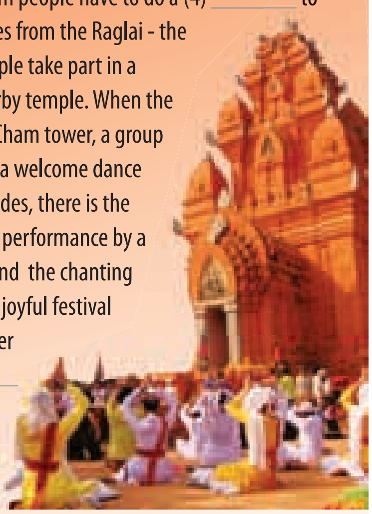
6. cehergin

2 Complete the text about the Kate Festival with the words in the box.

commemorates	performances	ancient
procession	ethnic	ritual
respect	perform	

The Kate Festival is held by the Cham (1) ________ group in Ninh Thuan in the central part of Viet Nam. This festival (2) ________ their heroes - the Gods Po Klong Garai and Po Rome and shows their (3) ________ to these Gods.

At the festival, the Cham people have to do a (4) ________ to welcome the costumes from the Raglai - the (5) ________ Cham. People take part in a (6) ________ to the nearby temple. When the procession arrives at the Cham tower, a group of dancers (7) ________ a welcome dance in front of the tower. Besides, there is the *Poh Bang* (door opening) performance by a magician in the temple and the chanting of a hymn. This is a really joyful festival which features many other activities like (8) ________ of the Ginang drum and the Saranai flute and the Apsara dance.



Grammar

3 Choose the correct answer.

1. *When/ If* you are Vietnamese, you should know the story of *chung* cakes and *day* cakes.
2. *Even though/ When* the *New Year's Eve* is late at night, children stay awake to welcome the New Year and to watch the firework display.
3. Children like the Mid-Autumn Festival *because/ although* they are given many sweets and toys.
4. *While/ If* children are waiting for the moon to rise, they sing, dance and listen to the story of *Hang Nga* and *Cuoi*.
5. *Because/ When* you come to the Lim Festival, you can enjoy the singing of the most skilled *lien anh* and *lien chi*.

4 Use your own words/ ideas to complete the sentences below. Compare your sentences with a partner.

1. **When** the Lim Festival begins, ________________
2. **Because** we have many festivals in January, ____ ________________________________
3. **If** you go to the Hue Festival, ________________
4. **Although** sticky rice is very tasty, ________________
5. **While** we are boiling *chung* cakes, ________________

Communication

5 Put the following things and activities in the correct columns.

mooncakes lion dance floating lanterns
family reunion visiting relatives kumquat
welcome-the-moon party firework displays
the first-footer *Hang Nga and Cuoi* stories

New Year Festival	Mid-Autumn Festival

LOOKING BACK

Encourage Ss not to refer back to the unit pages. Instead they can use what they have learnt during the unit to help them answer the questions.

Ss should record their result for each exercise to finish the **self-assessment** at the end of the unit and identify areas to review.

Vocabulary

1 Ask Ss to work individually, then compare their answers with a partner. Ask some Ss to write their answers on the board.

1. incense **2.** offerings **3.** pray **4.** lanterns **5.** crowds **6.** cheering

2 Ask Ss to work individually, then check answers with a partner. Check Ss' answers. Ask some Ss to write answers on the board.

1. ethnic	**2.** commemorates	**3.** respect	**4.** ritual
5. ancient	**6.** procession	**7.** perform	**8.** performances

Grammar

For **3** and **4**, ask Ss to do them individually first. Then Ss check their answers with a partner before discussing the answers as a class. However, tell Ss to keep a record of their original answers so that they can use that information in their self-assessment.

3 *Key:* **1.** If **2.** Even though **3.** because **4.** While **5.** When

4 *Suggested answers:*

1. **When** the Lim festival begins, people come to see the *quan ho* singing performance.
2. **Because** we have many festivals in January, we call it the month of fun and joy.
3. **If** you go to the Hue festival, you can enjoy an *ao dai* fashion show.
4. **Although** sticky rice is very tasty, it's hard to eat it every day.
5. **While** we are boiling *chung* cakes, we often listen to our grandparents' stories.

Communication

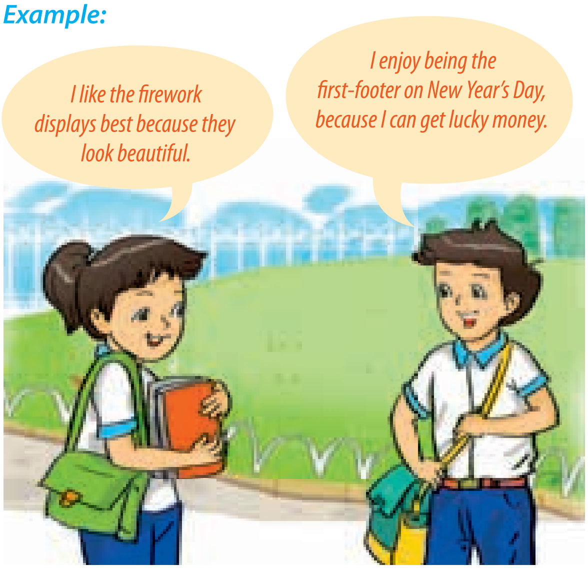
5 First, ask Ss to do the task individually to sort the words and phrases for the two festivals. Then check their answers as a class.

Key:

New Year Festival	Mid-Autumn Festival
family reunion	mooncakes
visiting relatives	lion dance
firework displays	floating lanterns
kumquat	welcome-the-moon party
the first-footer	*Hang Nga and Cuoi* stories

6 **Work in pairs, find out which festival your partner prefers. Which three things or activities does your partner like best in the festival he/ she chooses? Why?**

Example:





Finished! Now I can … .	✓	✓✓	✓✓✓
• talk about festivals in Viet Nam and the reasons they are held			
• use compound and complex sentences to talk about festivals			
• stress and pronounce correctly multi-syllable words ending in *-ion* and *-ian*			
• write about a festival I like			

PROJECT

TALENT SHOW



1 **Look at the pictures. Ask and answer the questions.**

1. What kind of singing are the people in the pictures performing?
2. When/ Where do they perform these songs?
3. Can you sing any of these?

2 **Plan your performance.**

1. Work in groups.
2. Choose a song that is often performed in a festival.
3. Search for information about the song.
   - What is the song?
   - Where and when is it often performed?
   - What special instrument is needed for the performance?
   - Is there anything special about the song?
4. Present the information to the whole class.
5. Perform the song.
6. Vote for the best performance.

6 Ask Ss to interview each other about the 3 activities that they like best and give reasons. Encourage them to give as many reasons as possible.

Finished!

Finally, ask Ss to complete the **self-assessment**. Identify any difficulties and weak areas and provide further practice.

PROJECT
TALENT SHOW

1 First, ask Ss to work in groups. Ask and answer the questions.

Suggested answers:

1. *Chau van* singing, *xoan* singing, *quan ho* singing and *don ca tai tu* singing.
2. - *Chau van* is often performed in competitions or religious ceremonies in the north of Viet Nam.
   - *Xoan* is often performed in the Hung King Temple Festival or in other local festivals in Phu Tho Province.
   - *Quan ho* is often performed in the Lim Festival, Bac Ninh Province and local festivals.
   - *Don ca tai tu* is often performed in the south of Viet Nam, normally in weddings, birthday anniversaries, and local festivals.

2 Ask Ss to work in bigger groups to do the project. Based on the result of Ss' answers to question 3, rearrange the groups so that Ss who know how to sing these songs are distributed evenly among the groups. Ss read the instructions in the book. Answer Ss' questions if there are any. Ss will probably need to do some research outside of class before making presentations and performances. Start the next lesson with the talent show. Have Ss perform, then ask the whole class to vote for the best performance.

Unit 6 FOLK TALES

THIS UNIT INCLUDES:

VOCABULARY
Characters in a folk tale
Adjectives describing characters

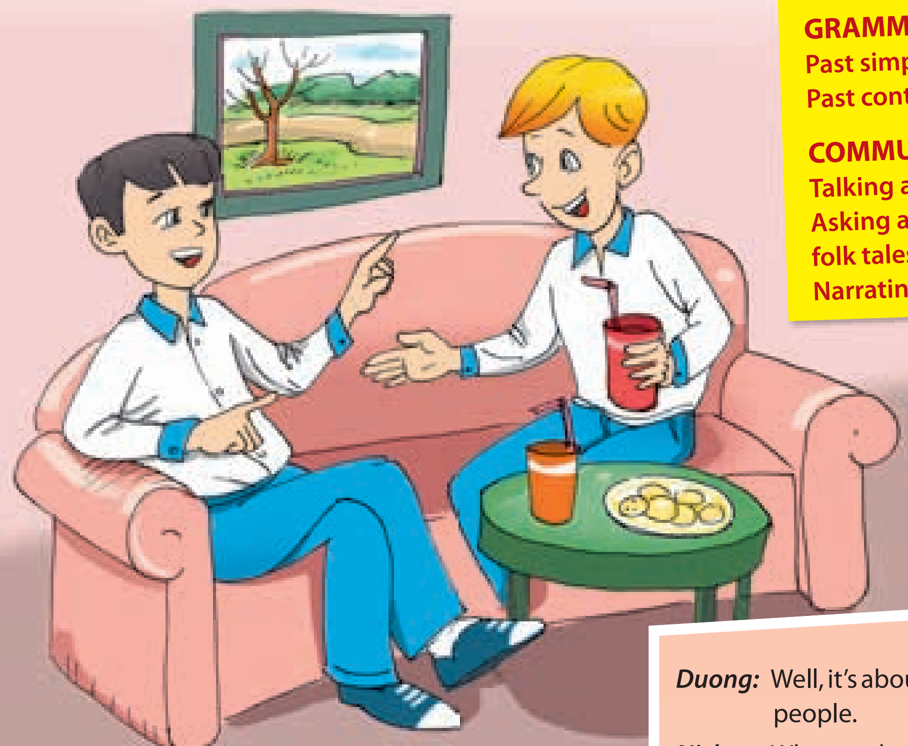
PRONUNCIATION
Intonation in exclamatory sentences

GRAMMAR
Past simple: review
Past continuous

COMMUNICATION
Talking about folk tales
Asking and answering questions about folk tales
Narrating a folk tale

GETTING STARTED

A suggestion for Nick's project



1 Listen and read.

Duong: I phoned you around 9 p.m. last night, but no reply.

Nick: Oh, I was doing some Internet research on Vietnamese legends for my project.

Duong: Have you found one you like yet?

Nick: Not really. Can you suggest anything?

Duong: We have lots of legends, folk tales, and fables. A popular one is the legend of *Lac Long Quan and Au Co.*

Nick: Oh yeah? What's it about?

Duong: Well, it's about the origins of the Vietnamese people.

Nick: Who are the main characters?

Duong: Lac Long Quan – the dragon king of the ocean, Au Co – a fairy, and their sons.

Nick: And what's the story?

Duong: Let me see… Lac Long Quan married Au Co. She gave birth to a bag of one hundred eggs, which produced one hundred baby boys.

Nick: One hundred baby boys? That's a lot.

Duong: And some years later, Lac Long Quan missed the sea so he took fifty of their sons to the sea, and Au Co took the others to the mountains. Those boys were the ancestors of the Vietnamese.

Nick: What an interesting legend it is! I think I've found the subject of my project!

Objectives:

By the end of this unit, students can:

- use an exclamatory sentence with the correct intonation
- use the lexical items related to the topic of 'Folk tales'
- use the past continuous tense correctly
- distinguish between the past continuous tense and the simple past tense
- read for specific information in a fairy tale
- talk about a legend/ folk tale/ fairy tale/ fable (its plot, main characters, etc.)
- listen for specific information in a fairy tale
- write a narrative of a legend/ folk tale/ fairy tale/ fable

GETTING STARTED
A suggestion for Nick's project

Introduction

- Before Ss open their books, review the previous unit by asking them to take part in a small game. Ss work in two big groups A and B. Each student calls out the name of a Vietnamese festival, then points at one student from group B. This student has to call out the name of another Vietnamese festival. The game stops when a group cannot give the name of any Vietnamese festival or when the time is up. The group with more names of Vietnamese festivals wins. Focus on the topic in Unit 5 and key language and structures learnt.
- Write the Unit title on the board ***'Folk Tales'***. Elicit any information Ss know about folk tales by asking about types of folk tales they know, their favourite folk tales and characters.
- Ask Ss to guess what the picture might show or what the conversation might be about. Let Ss open their books and check their answers.

1 Ask Ss questions about the picture:

Where are Duong and Nick?

What are they doing?

What are they talking about?

T may ask Ss to guess what Vietnamese legend Duong would suggest for Nick's project.
T may also ask Ss to share any famous Vietnamese legends they have read:

Have you ever read or been told a famous Vietnamese legend?

What is its title?

What is it about?

What are the main characters in it?

Play the recording. Ss listen and read. T can play the recording more than once. Then come back to the questions and have Ss answer them. Do not give correction at this stage.

a **Read the conversation again and choose the correct answers.**

1. What was Duong doing at 9 p.m. last night?

A. He was coming to Nick's house.
B. He was phoning Nick.
C. He was talking to Nick.

2. What was Nick doing at 9 p.m. last night?

A. He was watching a TV show.
B. He was talking about his project.
C. He was searching for information on the Web.

3. What legend did Duong recommend to Nick?

A. A legend about how Viet Nam began.
B. A legend about Vietnamese people being original
C. A legend that isn't well-known

4. Who was Lac Long Quan?

A. A fairy
B. Au Co's father
C. The dragon king of the ocean

5. Where did Au Co take half of the sons?

A. To the mountains
B. To the sea
C. To Lac Long Quan's land

b **Match the words to their meanings.**

1.	title	a.	the people the story is about
2.	genre	b.	the content of the story
3.	main characters	c.	the name of the story
4.	plot	d.	the type of story it is

c **Find the information in the conversation to complete the table.**

Title	*Lac Long Quan and Au Co*
Genre	
Main characters	
Plot	- Lac Long Quan married Au Co. - - -

d **What does this sentence from the conversation express?**

Nick: What an interesting legend it is!

Do you know what kind of sentence it is?

Remember!

- Exclamatory sentences are used to express surprise or strong feelings. We use *what* in exclamatory sentences:
  - What + a / an + adjective + N (singular countable) + S + V!

Example: What a naughty boy he is!
  - What + adjective + N (uncountable/ plural countable) + S + V!

Example: What naughty boys they are!
What beautiful weather it is!

- We don't always use an adjective or a subject and a verb in exclamatory sentences.

Example: What a day!



2 **Match the words with their definitions. Then listen, check and repeat.**

A legend	1. traditional, imaginary short story that teaches a moral lesson; typically using animal characters
B folk tale	2. an imaginary story typically involving magic or fairies, usually for children
C fable	3. a very old, traditional story from a particular place that was originally passed on to people in a spoken form
D fairy tale	4. an ancient story about brave people or magical events that are probably not true

3 GAME: GUESS THE STORY

a **Think of a legend, folk tale, fable or fairy tale you know. Complete the table below.**

Title	
Genre	
Main characters	
Plot	

b **Work in pairs. Interview each other and try to guess the title of the story.**

Example:
A: What kind of story is it?
B: It's a fairy tale.
A: Who are the main characters?
B: Cinderella, her stepsisters, her stepmother, and a prince.
A: What's it about?
B: It's about Cinderella, a kind and beautiful girl who finally gets married to a prince.
A: Is it *Cinderella*?
B: Yes!

a First, have Ss work independently. Then ask them to share answers before discussing as a class.

Key: **1.** B	**2.** C	**3.** A	**4.** C	**5.** A

b Have Ss work in pairs to match the words to their meanings. Then ask them to share answers before discussing as a class.

Key: **1.** c	**2.** d	**3.** a	**4.** b

c Again, ask Ss not to look at the book and try to remember the information about the legend of Lac Long Quan and Au Co, and complete the table. Then ask Ss to open their books and check their answers.

Key:

Title	*Lac Long Quan and Au Co*
Genre	Legend
Main characters	Lac Long Quan, Au Co, and their sons
Plot	- Lac Long Quan married Au Co. - Au Co gave birth to one hundred baby boys. - Lac Long Quan missed the sea. - Lac Long Quan took fifty of their sons to the sea. - Au Co took the others to the mountains.

d Have Ss discuss the question in pairs. Then, draw Ss' attention to the structure, meaning and use of exclamatory sentences by analysing the instruction and examples in the **Remember!** box. Write the following on the board:

1. *handsome/ man* =
2. *interesting/ game* =
3. *good/ news* =
4. *lovely/ dogs* =
5. *brave/ women* =

Key:
1. What a handsome man (he is)!
2. What an interesting game (it is)!
3. What good news (it is)!
4. What lovely dogs (they are)!
5. What brave women (they are)!

Elicit the first answer from Ss. Then give Ss a minute to write out the rest of the sentences. Check the answers with the class.

2 Have Ss quickly match the types of stories with their definitions. Then play the recording for Ss to check their answers. Now put Ss into pairs to think of an example of each type of story. You can add a time limit to increase the fun. Ss raise their hands when they have completed their lists. Check them with the class.

Key: **1.** C	**2.** D	**3.** B	**4.** A

Audio script:
1. A very old, traditional story from a particular place that was originally passed on to people in a spoken form - fable
2. An ancient story about brave people or magical events that are probably not true - fairy tale
3. An imaginary story typically involving magic or fairies, usually for children - folk tale
4. Traditional, imaginary short story that teaches a moral lesson; typically using animal characters - legend

3 Game: Guess the Story

a Have Ss work independently, filling the table with the information of the legend, folk tale, fable or fairy tale they know.

b First, model this activity with a more able student. Then ask Ss to work in pairs. T may go around to help Ss. Call some pairs to practise in front of the class.

A CLOSER LOOK 1

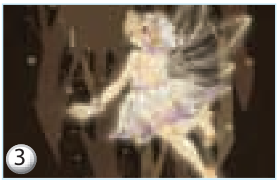
Vocabulary

1 **These are popular characters in folk tales. Match the characters with the pictures. Can you add more?**

A. woodcutter	B. emperor	C. Buddha	D. knight
E. fairy	F. princess	G. giant	H. witch



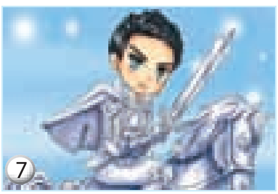


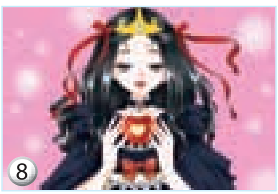






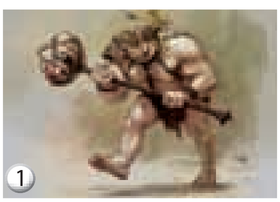


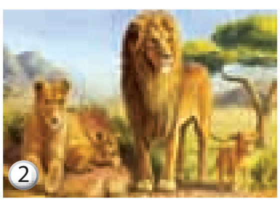




2 **These creatures are popular characters in folk tales. Match the creatures with the pictures. Can you add more?**

A. dragon	B. wolf	C. hare	D. fox
E. tortoise	F. lion	G. ogre	H. eagle



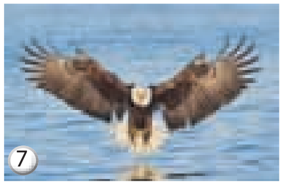














3a **The adjectives in the box are often used to describe characters in folk tales. Put them into the correct columns. Can you add more?**

cheerful	generous	greedy	mean
evil	cunning	wicked	kind
fierce	cruel	brave	

Positive	Negative

b **Now use these adjectives to describe some characters in one of your favourite folk tales.**

Example: There's a wolf in *Little Red Riding Hood*. He's cunning and wicked.

Pronunciation

Intonation in exclamatory sentences

4 **Listen and repeat the sentences, paying attention to intonation. Do they have rising or falling intonation?**

1. What a colourful hat she is wearing!
2. What a time we've had today!
3. What beautiful eyes she has!
4. What a nice day it is!
5. What good news it is!

Remember!

We use falling intonation for exclamatory sentences.



5 **Practise these sentences. Then listen and repeat.**

1. What a beautiful princess she is!
2. What brave knights they are!
3. What a big nose the wolf has!
4. What a fierce ogre it is!
5. What a handsome prince he is!

A CLOSER LOOK 1

Vocabulary

1 First, have Ss work independently. Then, ask them to share their answers with one or more partners. T may wish to ask Ss to call out some folk tales that include one of these characters. If there is enough time, T can ask some Ss to write their answers on the board.

Key: **1.** G **2.** C **3.** E **4.** B **5.** H **6.** A **7.** D **8.** F

2 Have Ss work independently. Ask them to share their answers with one or more partners. Then ask Ss to categorise the creatures into typically 'good' and 'bad'. There may be some disagreement in the class. Encourage this – it is good for discussion. If time allows, do the same exercise with the character vocabulary.

Key: **1.** G **2.** F **3.** A **4.** E **5.** B **6.** C **7.** H **8.** D

3a Have Ss complete the table individually. Then have some Ss write their answers on the board before checking with the whole class. T may ask for translation of some adjectives to check their understanding.

Key:

Positive	Negative
cheerful generous brave kind	cruel mean evil greedy wicked fierce cunning

b Ask Ss to do the exercise in pairs, using the adjectives in **a** to describe characters in one of their favourite folk tales. Then ask some Ss to say their sentences in front of the class.

Pronunciation

Intonation in exclamatory sentences

4 T plays the recording and asks Ss to listen and repeat the sentences, paying attention to the intonation of each sentence. T may play the recording as many times as necessary. Remind Ss that they use falling intonation for exclamatory sentences.

Audio script:

1. What a colourful hat she is wearing!
2. What a time we've had today!
3. What beautiful eyes she has!
4. What a nice day it is!
5. What good news it is!

5 First, ask Ss to work in pairs, practise saying the sentences. Call some Ss to practise in front of the class. Then ask Ss to listen while T plays the recording. T may pause after each sentence and ask them to repeat chorally. Correct their pronunciation.

Audio script:

1. What a beautiful princess she is!
2. What brave knights they are!
3. What a big nose the wolf has!
4. What a fierce ogre it is!
5. What a handsome prince he is!

A CLOSER LOOK 2

Grammar

Past continuous

1a Read part of the conversation from GETTING STARTED. Pay attention to the underlined part.

Duong: I phoned you around 9 p.m. last night, but no reply.
Nick: Oh, I was doing some Internet research on Vietnamese legends for my project.

Form of the past continuous

(+) Positive
I / he / she / it + was + V-ing
we / you / they + were + V-ing

(-) Negative
I / he / she / it + was not / wasn't + V-ing
we / you / they + were not/weren't + V-ing

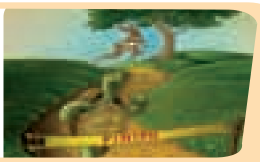
(?) Questions:
was + I / he / she / it + V-ing?
were + we / you / they + V-ing?

* **Short answers to Yes/No questions:**
(+) Yes, I / he / she / it was.
Yes, we / you / they were.
(-) No, I / he / she / it wasn't.
No, we / you / they weren't.

b When do we use the past continuous? Can you think of the rule?

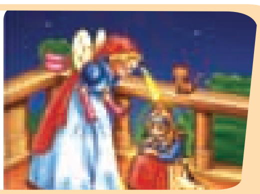
We use the past continuous to describe an action that was in progress at a stated time in the past.

Example:
At 3.30 the tortoise was running ahead of the hare.



We use the past continuous to describe an action that was in progress when another shorter action happened (this shorter action is expressed by the simple past).

Example:
She was crying when a fairy appeared.
A fairy appeared while she was crying.



2 Complete the following sentences by putting the verbs in brackets in the correct form.



1. When the prince saw Cinderella at the party, she (wear) __________ a beautiful gown.
2. What (you/ do) __________ this time yesterday?
3. When Jack (go)__________ to the market, he met a magician.
4. While the hare was sleeping, the tortoise (run) __________ to the finish as fast as he could.
5. When the princess returned, the prince (not wait) __________ for her.

3a Use the past continuous and the suggested words to write sentences to describe what was happening in each picture.



1. servant/ spin/ in the woods



2. girl/ pick flowers/ by the side of the road



3. knights/ ride horses/ to the castle



4. Cinderella/ dance/ with the prince



5. Saint Giong/ fly/ to heaven



6. ogre/ roar/ with anger

A CLOSER LOOK 2

Grammar

Past continuous

1a Ask Ss to read part of the conversation from **GETTING STARTED**, paying atention to the underlined part. Either explain or elicit from Ss the form and use of the past continuous tense.

b Before Ss read the rules and the examples, see if T can elicit any rules from them. Then ask Ss to read the **Grammar** box. Draw Ss' attention to the use of the past continuous tense by analysing the examples in the **Grammar** box. Then ask some more able Ss to give some examples.

2 Ask Ss to do the grammar exercise individually. Remind them to look back at the **Grammar** box and use a dictionary if necessary. Then have Ss compare answers in pairs before checking with the whole class.

Key:

1. was wearing
2. were you doing
3. was going
4. ran
5. was not/wasn't waiting

3a Ask Ss to do the grammar exercises individually, using the suggested words to write sentences to describe what was happening in each picture. Remind them to look back at the **Grammar** box if necessary. Then have Ss compare answers in pairs before checking with the whole class.

Key:

1. The servant was spinning in the woods.
2. The girl was picking flowers by the side of the road.
3. The knights were riding (their) horses to the castle.
4. Cinderella was dancing with the prince.
5. Saint Giong was flying to heaven.
6. The ogre was roaring with anger.

b **Work in pairs. Ask and answer questions about the pictures in a.**

Example:

A: What was the servant doing?

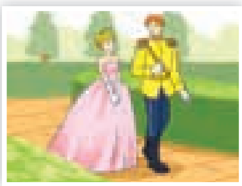
B: She was spinning.

> **Look out!**
>
> We use the past simple for a succession of actions.
>
> *Example:*
>
> When Tom *heard* the news, he *ran* to his car, *jumped* in it and *drove* home.

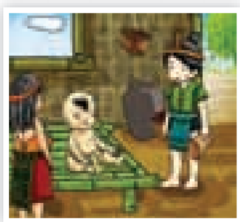


4 **Write the correct form of each verb. Use the past continuous or the past simple.**

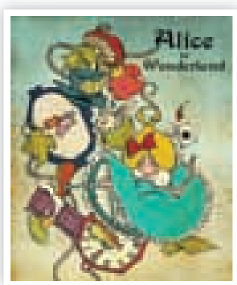
1. The prince (walk) __________ along the road when he met a princess, so he (stop) __________ and (have) __________ a chat with her.



2. When Saint Giong (lie) __________ on the bed, he (hear) __________ an announcement that the emperor (need) __________ brave men to protect his land.



3. Alice was walking alone in the woods when she suddenly (hear) __________ footsteps behind her. Someone (follow) __________ her. She was frightened and she (start) __________ to run.



4. When the crow (drop) __________ the cheese, the fox (eat) __________ it.



5. They (dance) __________ merrily when Cinderella suddenly (leave) __________ the party.



6. Lac Long Quan (miss) __________ his life under the sea, so he (decide) __________ to take fifty of his sons back there.



5a **Read the fable and put the verbs in brackets into the past simple or the past continuous.**



It was a nice day. The sun (1. shine) __________ and a tortoise (2. sleep) __________ in the sun. He opened his eyes and saw that an eagle was flying in the sky. "I want to fly like that!" the tortoise said. The eagle heard him and agreed to help. The eagle picked up the tortoise, and off they (3. go) __________ . When they (4. fly) __________ very high in the sky, the eagle (5. open) __________ his claws for the tortoise to fly. But the poor tortoise (6. fall) __________ all the way down to earth.

b **What is the moral of the fable?**

6a **Guess what your partner was doing last Sunday at these times.**



Example:

I think Minh was having breakfast at 7 a.m. last Sunday.

b **Ask your partner to check your guesses.**

Example:

A: Were you having breakfast at 7 a.m. last Sunday?

B: Yes, I was./ No, I wasn't.

b First, model this activity with a more able student. Then ask Ss to work in pairs. T may go around to provide help. Call some pairs to practise in front of the class.

Key:

2. What was the girl doing?
   She was picking flowers by the side of the road.
3. What were the knights doing?
   They were riding (their) horses to the castle.
4. What was Cinderella doing?
   She was dancing with the prince.
5. What was Saint Giong doing?
   He was flying to heaven.
6. What was the ogre doing?
   It was roaring with anger.

Look out!

Ask Ss to read the **Look out!** box. Draw Ss' attention to this use of the past simple tense by analysing the instruction and examples in the **Grammar** box. T may give a comparison between the simple past tense and the past continuous tense. Then ask some more able Ss to give some examples.



4 Ask Ss to do the grammar exercise individually. Remind them to look back at the **Grammar** box and the **Look out!** box. Then have Ss compare answers in pairs before checking with the whole class.

Key:

1. was walking, stopped, had
2. was lying, heard, needed
3. heard, was following, started
4. dropped, ate
5. were dancing, left
6. was missing/missed, decided

5a T may do the first sentence as an example for Ss then have them do the exercise individually. Then have Ss compare answers in pairs before checking with the whole class.

Key:

1. was shining 2. was sleeping 3. went 4. were flying 5. opened 6. fell

b Have Ss discuss the question in pairs. Then ask some pairs to give their answers to the whole class. T may give comments or invite comments from other Ss.

Suggested answer: Be happy/content with what you have.

6a Ask Ss to do the grammar exercises individually, guessing what their partner was doing at the times on the clocks. Remind them to make a note of their guesses.

b Now model this activity with a more able student. Then ask Ss to work in pairs. T may go around to provide help. Call some pairs to demonstrate in front of the class.



1 a Look at pictures. Then put the parts of the fairy tale in order.



1



2



3



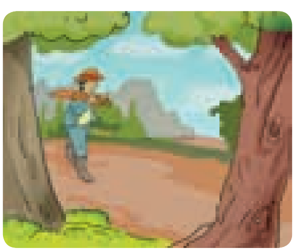
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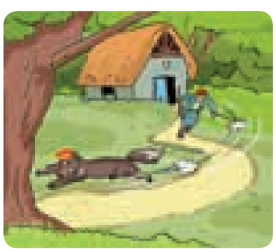
5



6



7



8

Extra vocabulary

granny **scream** **swallowed**

a. ☐ When she was picking some flowers on the side of the path, she met a wicked wolf. He asked, “Where are you going?”. “I’m going to see my grandmother,” she said.

b. ☐ A woodcutter was working in the woods. He heard a loud scream and ran to the house.

c. ☐ Finally she said, “Granny, what big teeth you have!”. “All the better to eat you with!” shouted the wolf.

d. ☐ Then she said, “Granny, what big ears you have!”. “All the better to hear you with!” he replied.

e. ☐ So the wolf had a plan. He ran to Granny’s house and swallowed Granny. He got into Granny’s bed.

f. ☐ A little later, Little Red Riding Hood reached the house. She looked at the wolf and said, “Granny, what big eyes you have!”. “All the better to see you with!” he replied.

g. ☐ He hit the wolf on the head. The wolf opened his mouth wide and shouted and Granny jumped out. The wolf ran away.

h. ☐ Little Red Riding Hood lived in a wood. One day, she went to visit her granny.

b Work in pairs. Compare your answers with a partner’s. Discuss any differences.

2 Work in groups. In turn, retell the fairy tale to your group members in your own words. Choose the best storyteller in your group.

3 Work in groups. Discuss and write an ending for the fairy tale. Share it with other groups.



COMMUNICATION

Introduction

Before Ss open their books, ask them what fairy tales they liked to read when they were little. Now get Ss to think about how fairy tales are structured. T can say: *Today, we are going to do some activities with a fairy tale. Please think of what information is normally at the beginning, in the middle, and at the end of a fairy tale.*

1a First help Ss understand the meanings of the words in **Extra vocabulary** by using pictures or examples. Then have Ss work independently, looking at the pictures and putting parts of the fairy tale in order. Tell Ss that the pictures are in the correct order but the text (a-h) is jumbled. Give Ss a time limit to keep a lively pace to the lesson.

Key:	**1.** h	**2.** a	**3.** e	**4.** f	**5.** d	**6.** c	**7.** b	**8.** g

b Allow Ss to work in pairs, comparing their answers and discuss any differences. Then discuss as a class.

2 Ask Ss to work in groups of six, in turn retelling the fairy tale to their group members in their own words. Set a three-minute time limit per story and have one group member keep time. Then Ss can choose the best storyteller in their group.

3 Ask Ss to work in the same groups again, discussing and writing their own ending for the fairy tale. Encourage them to have fun and be creative. Choose a student from each group to read the ending to the whole class. After each student has finished, invite some comment from Ss in other groups. Then T makes comments and corrects Ss' mistakes if there are any. Finally, T may have Ss vote for the best fairytale ending.

Reading

1 Read the fable *The Starfruit Tree*. Then find the following words and underline them in the story. What do they mean?

fortune	starfruit tree	ripe
filled	load	repay

Once upon a time, there was a rich man living in a village. When he died, he left his two sons a fortune. But the elder brother gave his brother only a starfruit tree. When the fruit was ripe, an eagle came and ate the fruit. The younger brother begged the eagle not to. The eagle promised to repay him in gold and told him to make a bag to carry it. The eagle took him on its back to a place of gold. There, he filled the bag with gold. When he got home he was rich. The elder brother was surprised, so he asked his brother to explain. After hearing the story, he offered to swap his fortune for the starfruit tree, and his kind brother accepted. When the eagle came, the elder brother asked it to take him to the place of gold. The greedy brother filled a very large bag and all his pockets with gold. On the way home, because the load was too heavy, the eagle got tired and dropped him into the sea.

2 Read the story again and answer the questions.

1. What did the older brother give his younger brother?
2. What did the eagle promise to the younger brother?
3. What did the elder brother do when he found out how his younger brother became rich?
4. What did the elder brother do when he got to the place of gold?
5. What happened to the elder brother in the end?

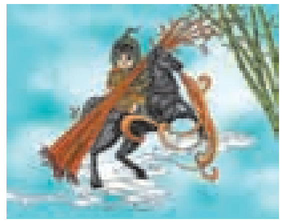
3 Now complete the details of the fable.

Main characters	**Character 1:** The younger brother. He is kind and honest. **Character 2:** The elder brother. He is (1)_________. **Characters 3:** The eagle. It is grateful.
Plot: beginning	Once upon a (2)_________, there was a rich man living in a village.
Plot: middle	The man left his two sons a (3)_________ but the elder brother gave his brother only a starfruit tree. An eagle came and ate the fruit. It repaid the younger brother by taking him to a place of (4)_________. He brought home some gold and became very rich. The elder brother (5)_________ his fortune for his brother's tree. The eagle helped the elder brother take gold.
Plot: end	As the eagle was flying back, the load was too heavy. The eagle got tired and (6)_________ the elder brother into the sea.

Speaking

4 Read the story summaries below. Decide which story you would like to read.

Title: *Saint Giong*
Genre: legend
Main characters: Thanh Giong
Plot: Thanh Giong lived in the village of Phu Dong. He was already three years old, but he couldn't sit up or say any words. However, when the enemy invaded his country, he helped Emperor Hung Vuong the Sixth defeat the enemy and save the country. He flew to heaven and became a Saint.





Title: *The Tortoise and the Hare*
Genre: fable
Main characters: a hare and a tortoise
Plot: The hare always boasted about how fast he could run. The tortoise challenged him to a race. The hare soon left the tortoise behind. The hare believed that he would win, and he stopped to take a nap. When he woke up, he found that the tortoise arrived before him.

Title: *Chung Cakes, Day Cakes*
Genre: folk tale
Main characters: Prince Tiet Lieu, his wife, and Emperor Hung Vuong
Plot: Emperor Hung Vuong announced that the prince who made the most delicious food would become the new emperor. Prince Tiet Lieu and his wife pleased the emperor by creating two types of rice cakes that represented Heaven and Earth. Emperor Hung Vuong made Tiet Lieu the new emperor.



5 Work in pairs. Ask and answer questions about the stories.

Example:
A: I want to read *Saint Giong*.
B: What kind of story is it?
A: It's a legend.
B: Who are the main characters in it?
A: ...

6 GAME: WHO AM I?

Work in groups. One student imagines he/ she is a character in a story in 4. The others can ask three *Yes/ No* questions to guess which character he/ she is.

SKILLS 1

Reading

1 Ask Ss to scan the passage to find where the words *fortune, starfruit tree, ripe, filled, load,* and *repay* are in the story. T helps Ss work out the meanings of these words from the context.

Key:
fortune – *a large amount of money*
starfruit tree – *tree with green fruit shaped like a star*
ripe – *ready to be eaten*
filled – *put gold into the bag until there is no more space*
repay – *pay back*
load – *something that is being carried*

2 T may set a longer time limit for Ss to read the story again and answer the questions. Ask Ss to note where they found the information that helped them to answer the questions. Ss can compare answers before discussing them as a class.

Key:
1. He gave his younger brother only a starfruit tree.
2. The eagle promised to repay him in gold.
3. He offered to swap his fortune for his brother's starfruit tree.
4. He filled a very large bag and all his pockets with gold.
5. He was dropped (by the eagle) into the sea.

3 First, have Ss work independently, completing the details of the fable *The Starfruit Tree*. Then allow them to share answers before discussing as a class.

Key:

1. greedy	2. time	3. fortune	4. gold	5. swapped	6. dropped

Speaking

4 First, ask Ss to work individually to read every story summary. T may help with any new vocabulary.

5 Now ask Ss to work in pairs, asking and answering about the stories in **4**. T goes around to provide help if necessary. After finishing, T may call some pairs to practise in front of the class.

6 **Game: Who am I?**

First, remind Ss of the words to describe characters or creatures in fairy tales/ legends/ fables. Ss may refer to the words and phrases in ***A Closer Look 1***. Then, ask Ss to play this game in groups of about five. Each member chooses a character in any of the stories in **4**. The others ask Yes/ No questions to discover who that person is. For example, '*Are you evil?*' '*Do you live in a castle?*' '*Do you have long hair?*'. T may go around to provide support if necessary.

Listening

1 Listen to the fairy tale *The Princess and the Dragon* and correct the following statements.

1. Once upon a time, there was a king, a queen and a prince.
2. One night, a giant captured the princess and put her in his tower.
3. One day, a dragon heard the princess sing for help.
4. At the end of the story, the dragon made friends with the princess.





2 Listen again. Fill the missing words.

Once upon a time, there was a king and a queen who lived in a (1)______ with their beautiful daughter. One night an ugly ogre captured the princess and put her in his tall, dark tower. The king and the queen were very sad. They promised to (2)______ to the knight that rescued the princess. Many knights wanted to rescue her. But they all ran away when they reached the tower and saw the ogre roaring (3)______. One day a dragon was flying over the tower when he heard the princess cry for help. The dragon flew down to the tower, took a big fiery (4)______ and blew the ogre far away. The dragon rescued the princess from the tower and gently put her on his (5)______. They flew back to the castle. The king and the queen were so happy. The dragon turned into a handsome prince and married the princess. They all lived happily ever after.

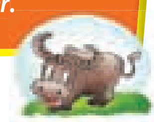
Writing

3 Make notes about one of your favourite fairy tales. You can invent your own story.

Title:	
Main characters:	
Plot: beginning	
Plot: middle	
Plot: end	

4a Use your notes in 3 to write the fairy tale. Use *The Princess and the Dragon* as a model.

Remember!
Fairy tales always begin with *Once upon a time…* and end with *… lived happily ever after.*



b Swap stories with your classmates and read each other's stories.

SKILLS 2

Introduction

Ask Ss to look at the pictures and make some guesses about the fairy tale *The Princess and the Dragon*. Ask them: *What/Who do you think may be the main characters in the fairy tale? What may happen in the fairy tale?*

Listening

1 First, have Ss cover the right side of the page where the story is written out in the green box. Ask Ss to read the statements carefully and underline the keywords. Play the recording and ask Ss to correct the statements. Then ask two or three Ss to write their answers on the board. Play the recording again for Ss to check their answers.

Key:
1. Once upon a time, there was a king, a queen and a **princess**.
2. One night **an ugly ogre** captured the princess and put her in his tower.
3. One day a dragon heard the princess **cry** for help.
4. At the end of the story, the dragon **married** the princess.

Audio script:
Once upon a time, there was a king and a queen who lived in a castle with their beautiful daughter. One night an ugly ogre captured the princess and put her in his tall, dark tower. The king and the queen were very sad. They promised to give gold to the knight that rescued the princess. Many knights wanted to rescue her. But they all ran away when they reached the tower and saw the ogre roaring with anger. One day a dragon was flying over the tower when he heard the princess cry for help. The dragon flew down to the tower, took a big fiery breath and blew the ogre far away. The dragon rescued the princess from the tower and gently put her on his strong back. They flew back to the castle. The king and the queen were so happy. The dragon turned into a handsome prince and married the princess. They all lived happily ever after.

2 Ask Ss to read the story carefully. Ss may work in pairs to discuss what may be missing by using the information they heard in **1**.

Play the recording again and have Ss find the missing words as they listen. Ss can share their answers with their partners. T may play the recording more times until Ss have chosen all their answers. Call some Ss to write their answers on the board.

Key: 1. castle 2. give gold 3. with anger 4. breath 5. strong back

Writing

3 Ask Ss to make notes about one of their favourite fairy tales or invent their own fairy tale. Remind them that they do not have to write full sentences and they can use abbreviations.

4 **a** and **b**

Ask Ss to refer back to the reading passage in **Skills 1** for useful language and ideas, and note some necessary expressions and language on the board.

Ask Ss to work individually to write the first draft. T can display all or some of the stories on the wall/board. Other Ss and T give comments. Ss edit and revise their stories as homework.

LOOKING BACK

Vocabulary

1 **Think of an example for each type of story in the box.**

legend	folk tale	fairy tale	fable

Example:

The Adventures of Robin Hood is a legend.

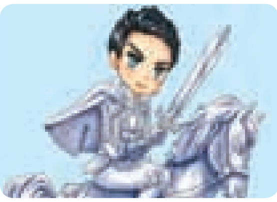
2 **Write the correct words under the pictures.**



1. ________________



2. ________________



3. ________________



4. ________________



5. ________________



6. ________________



7. ________________



8. ________________

3 **Put the words in the box into the correct columns.**

woodcutter	fairy	generous	emperor	brave	eagle
knight	witch	giant	cunning	ogre	mean
tortoise	hare	cheerful	dragon	evil	cruel
greedy	wicked	kind	fierce	Buddha	

Characters	Personality

Grammar

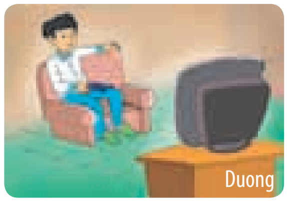
4 **The following people were at home at 5 p.m. yesterday. What were they doing? Work in pairs, ask and answer questions.**













1. Nam/ play video games
   A: Was Nam playing video games?
   B: No, he wasn't. He was playing the piano.
2. Mrs Lan/ do the gardening
3. Mr Hung/ write a letter
4. Hoa and Hai/ play table tennis
5. Duong/ listen to music
6. Mai/ do homework

5 **What were you doing at the following times? Work in pairs. Ask and answer questions, as in the example.**

1. At 10 p.m. yesterday evening
   A: What were you doing at ten o'clock yesterday evening?
   B: I was watching TV.
2. At 5 a.m. this morning
3. This time last week
4. At lunchtime yesterday
5. Two hours ago

6 **Work in pairs. Make exclamatory sentences about your partner or other classmates.**

Example:

What a lovely shirt you're wearing!

LOOKING BACK

This is the review section of the unit, so encourage Ss not to refer back to the unit pages. Instead they can use what they have learnt during the unit to help them answer the questions. That will help T and Ss see how far they have progressed, and which areas need further practice.

Vocabulary

1 Ask Ss to think of as many examples of different types of stories as possible. Then ask some Ss to say their examples in front of the class.

2 and **3** Ask Ss to do these exercises individually at first. Then they can check their answers with a partner before discussing the answers as a class. However, tell Ss to keep a record of their original answers so they can use that information in their self-assessment.

Key:

2

1. witch 2. hare 3. knight 4. ogre 5. fairy 6. tortoise 7. giant 8. dragon

3

Characters	Personality
woodcutter witch dragon fairy giant hare emperor tortoise knight ogre eagle Buddha	cruel kind generous mean wicked cheerful fierce evil cunning brave greedy

Grammar

4 First, model this activity with a more able student. Then ask Ss to work in pairs. T may go around to provide help if necessary. Call some pairs to practise in front of the class.

Key:

2. A: Was Mrs Lan doing the gardening?
   B: No, she wasn't. She was cooking.
3. A: Was Mr Hung writing a letter?
   B: No, he wasn't. He was reading a newspaper.
4. A: Were Hoa and Hai playing table tennis?
   B: Yes, they were.
5. A: Was Duong listening to music?
   B: No, he wasn't. He was watching TV.
6. A: Was Mai doing her homework?
   B: No, she wasn't. She was sweeping the floor.

5 and **6** Model these activities with a more able student first. Then ask Ss to work in pairs. T may go around to provide help if necessary. Call some pairs to practise in front of the class.

Communication

7 **Number the lines of the dialogue in the correct order.**

______	A. I tried to call you. What film did you see?
______	B. It's about a green ogre named Shrek. He rescues a princess named Fiona.
______	C. Shrek.
______	D. What were you doing yesterday afternoon around 3 p.m.?
______	E. Not exactly. The characters are really funny and the story is surprising. You should see it.
______	F. I don't know it.
______	G. It sounds like a typical fairy tale.
______	H. It's a cartoon. It was really good.
______	I. Yesterday afternoon? I was watching a film. Why?
______	J. What's it about?

Finished! Now I can … .	✓	✓✓	✓✓✓
• use words and phrases for different characters in folk tales			
• use the past continuous and distinguish it from the simple past			
• use exclamatory sentences to express emotions			
• talk about favourite folk tales			
• write a narrative of a fairy tale			

PROJECT

ENTRIES IN MY DIARY

1 **Read the fairy tale *Sleeping Beauty*.**



Once upon a time, there lived a good king and his queen. They had no children for many years and were very sad. Then one day, the queen gave birth to a lovely baby girl. The king was very happy. He held a big celebration and all the fairies in his land were invited. But the king forgot to invite an old and wicked fairy. She came to the celebration anyway but was very angry. She came near the baby and said, "When you are sixteen, you will touch a spindle and die!" A good fairy quickly chanted a magic spell to change the curse, "The princess will fall into a deep sleep instead of dying." When the princess was sixteen, she became a very beautiful girl. Her mother was always careful to keep her away from spindles. But one day, the princess saw an old servant spinning and so she sat down to spin. When the princess touched the spindle she fell into a deep sleep. At that moment, everyone in the castle was also put to sleep. The princess slept for one hundred years until a prince arrived at the castle. He kissed her, and she woke up. They fell in love, got married, and lived happily ever after.

2 **Imagine you are a character in *Sleeping Beauty*. You can be the king, the queen, the princess, the prince, a good fairy, or the old and wicked fairy. Write two or more entries in your diary from the point of view of your character. Then, draw a picture to describe what was happening on that day.**

Example:

12th October



My father and mother were away. I had nothing to do. When I was wandering through the castle, I saw an old servant spinning. I asked her, "What is this? May I try?" "Of course, my pretty little girl," said the old lady. I sat down to spin …

3 **Share your entries with your classmates.**

Communication

7 First, ask Ss to do the task individually to number the lines of the dialogue. Then ask them to check their answers with the whole class. After finishing, ask Ss to practise saying the dialogue with their partners.

Key:

1. D **2.** I **3.** A **4.** C **5.** F **6.** H **7.** J **8.** B **9.** G **10.** E

Finished!

Finally ask Ss to complete the self-assessment box. Identify any difficulties and weak areas and provide further practice.

PROJECT
Entries in my Diary

1 Ask Ss to read the fairy tale *Sleeping Beauty*. Each student may make notes about the main characters and the plot of the fairy tale.

2 Ask each student to imagine he/ she is one of the characters and write two or more entries in the diary from the point of view of this character. Remind Ss to study the given example carefully because it may help them understand what they should do. Note the use of the past simple and the past continuous in the example. If there is enough time, T may let Ss complete the project in class. Otherwise, Ss can complete the project as homework.

3 When Ss have finished their entries, Ask them to display their work on the wall/board. T may choose some of the entries and ask Ss to read them out and take questions from the class. Praise all attempts at creativity.

REVIEW 2 (UNITS 4 - 5 - 6)

LANGUAGE

Pronunciation

1 a Underline the words with /spr/ and circle the words with /str/.

1. What fresh strawberries they are!
2. What lovely spring flowers they are!
3. What a cunning sprite it is!
4. What a brave instructor he is!
5. What a noisy street it is!

b Practise saying the sentences, paying attention to the intonation.

2 Circle the word with a different stress pattern from the others. Then listen, repeat, and check.

1. A. bamboo B. robot C. fashion D. spacious
2. A. musician B. cultural C. performance D. tradition
3. A. competition B. commemorate C. historical D. activity
4. A. interviewer B. ceremony C. presentation D. legendary
5. A. performance B. procession C. musician D. heritage

Vocabulary

3 Choose the best answer A, B, C, or D to complete the sentences.

1. There's a ______ in our family that we have a party on New Year's Eve.
   A. tradition B. custom C. legend D. belief
2. In later periods, people ______ the Goddess in the form of stone, which was often black and conical.
   A. commemorated B. worshipped C. respected D. prayed
3. They ______ with tradition by getting married quietly.
   A. ended B. disconnected C. broke D. took
4. They walked in ______ to the capital.
   A. group B. crowd C. line D. procession
5. At the beginning of the festival, they performed a ______ of offering some incense.
   A. task B. ritual C. function D. role
6. In my family all the traditions of our ancestors are strictly ______.
   A. performed B. followed C. taken D. done

4 Use the words in the box to complete the sentences.

generous	legend	ever	cunning	kind

1. According to ______, the lake was formed by the tears of a god.
2. The witch was very ______; she finally thought of a trick that would give her what she wanted.
3. In the end, she was united with her husband, and they lived happily ______ after.
4. What a ______ man he is! He offered to pay for us both.
5. Snow White is ______ to people and animals.

Grammar

5 Read and match the notices (A-E) to the sentences (1-5).

A.	B.	C.
YOU CAN RENT A TENT	MAKE SURE BUILDINGS AND GROUNDS ARE CLEAN	POCKET KNIVES, CANDLES, OR MATCHES CAN BE DANGEROUS

D.	E.
SHOES WORN AT ALL TIMES EXCEPT WHEN TAKING A SHOWER	IT IS ADVISABLE TO BRING A FLASHLIGHT

1. You mustn't drop litter.
2. You don't have to bring a tent with you.
3. You should bring a flashlight with you.
4. You have to wear your shoes except when taking a shower.
5. You shouldn't have dangerous things with you.

6 Complete each sentence, using *although, while, however, moreover,* and *otherwise*.

1. ______ the sun was shining, it wasn't very warm.
2. The pairs of cows must run in a straight line, ______ they will be disqualified from the Cow Racing Festival.
3. ______ I was waiting at the bus stop, it started to rain heavily.
4. Vu Lan is a time for people to show their appreciation and gratitude towards their parents. ______, it is a time for them to worship ghosts and hungry spirits.
5. He was feeling bad; ______, he went to work and tried to concentrate.

7 Read the conversation and put the verbs in brackets into the past simple or the past continuous.

Policeman: What (1. you/ do) ______ at 9 o'clock last night?

Man: I (2. watch) ______ a festival on TV while my wife (3. tell) ______ our sons a fairy tale.

Policeman: What (4. happen) ______ then?

Man: I heard a big noise from outside. I went out and realised what the noise was. Our neighbours (5. have) ______ a party and they (6. set off) ______ fireworks in their garden.

REVIEW 2 (UNITS 4 - 5 - 6)

Introduction

The aim of this review is to revise the language Ss have studied and the skills they have practised in Units 4, 5, and 6.

T may ask Ss what they have learnt so far in terms of language and skills. Summarise their answers and add some more information if necessary.

LANGUAGE

T may use this language review section as a self-test. Ss do the exercises in 30 minutes and then T checks their answers with the whole class. Otherwise, T can conduct each activity separately.

Pronunciation

1 a Ask Ss to do this exercise individually, and then to share their answers with a partner before giving T the answers. T writes the correct answers on the board.

Key:

1. What fresh strawberries they are!
2. What lovely spring flowers they are!
3. What a cunning sprite it is!
4. What a brave instructor he is!
5. What a noisy street it is!

b Ask Ss to work in pairs: one student says the sentences and the other gives comments and even makes any corrections if possible. T may go around to provide help.

2 In order to do this exercise correctly, Ss have to be able to pronounce the words correctly themselves. T may let Ss do it in groups and encourage them to read the words out loud among themselves. Then T plays the audio and checks them as a class, encouraging Ss to repeat the words.

Key:

1. A. bam'boo 2. B. 'cultural 3. A. compe'tition 4. C. presen'tation 5. D. 'heritage

Vocabulary

3 Ask Ss to do this exercise individually and then share their answers with a partner. T may ask a student to write his/her answers on the board. Then T checks the answers with the whole class.

Key:

1. A 2. B 3. C 4. D 5. B 6. B

4 After Ss do this exercise individually, T quickly checks Ss' answers.

Key:

1. legend 2. cunning 3. ever 4. generous 5. kind

Grammar

5 Elicit the form and use of *have to*, and *should*. Ask Ss to tell the differences between the uses of *don't have to* and *mustn't*. T may call a student to do the exercise on the board while other Ss also do these. Check Ss' answers. Ask them for explanations if necessary.

Key:

1. B 2. A 3. E 4. D 5. C

Everyday English

8 **Choose the most appropriate response to complete the conversation. Then act it out with your partner.**

Linda: How was your weekend?
Tom: (1) _____ How about you?
Linda: (2) ____________________
Tom: That sounds very interesting.
Linda: (3) ____ I went on a tour of gardens.
Tom: (4) ____ Did you enjoy the visit?
Linda: (5) ____________________

A. I went on a day trip.
B. It was!
C. Great, thanks.
D. Oh, really?
E. Yes, it was great!

SKILLS

Reading

1 **Read about the Vu Lan Festival in Viet Nam and decide whether the statements are true (T) or false (F).**



Some people call it 'Vu Lan Bao Hieu' (Parents' Appreciation Day). This festival takes place on the 15th day of the seventh lunar month. It is one of the largest festivals of Viet Nam after the Tet festival, and it is celebrated throughout the country, especially in the south.

During the festival, people participate in many goodwill activities and perform various religious rituals. They visit pagodas and temples to worship, release animals like birds or fish, and burn incense. They also buy presents and flowers as their offerings to show their deep love and gratitude towards their parents and ancestors.

Many people go to pagodas on this occasion, wearing either a red rose if their mothers are alive or a white rose if their mothers have passed away. The rose is a symbol of love and gratitude shown by every family towards their ancestors.

	Statements	T	F
1.	Vu Lan takes place on the 15th day of the seventh lunar month.	☐	☐
2.	Vu Lan is celebrated only in the south.	☐	☐
3.	Vu Lan is the largest annual traditional festival of Viet Nam.	☐	☐
4.	People buy presents and flowers as their offerings to show their deep love and gratitude towards their parents.	☐	☐
5.	Many people visit pagodas during the festival, wearing a red rose if their mothers are alive.	☐	☐

Speaking

2a **Imagine a foreign tourist is coming to your country. Make notes of six tips about the social customs in your country. Use the following ideas or your own.**

- dress code - table manners - things that might cause offence	- talking loudly in public - subjects you shouldn't talk about - queuing

b **Work in pairs. Take turns to tell each other your tips. Do you agree with your partner's tips?**

Listening

3 **Listen to a man talking about social customs in France and Britain. Choose the most appropriate answer A, B, or C to each question.**

1. According to the man, the French _____.
A. don't like to be so polite all the time
B. like to be polite all the time
C. want their friends to behave politely

2. The French think that the British _____.
A. don't know how to apologise
B. spend their whole time apologising
C. don't like to make small talk

3. The French like to talk about _____ when they are at a party.
A. big issues
B. their everyday life
C. unimportant things

4. The British may be surprised if their guests talk about _____.
A. house prices B. education C. politics

Writing

4 **Peter, your British penfriend, is coming to stay with your family for two weeks next month. He has never been to Viet Nam before. Write a letter to tell him about the social customs in Viet Nam. You may use the ideas in the speaking section.**

Dear Peter,
Thanks a lot for your letter – it was great to hear from you again and we're delighted you can come and stay with us.

....

....

That's all for now, then. We'll see you at the airport on April 10th.

Best wishes,
Van

6 Elicit the use of some connectors in **compound sentences** and **complex sentences**. Ask Ss to tell the differences between the forms and uses of compound sentences and complex sentences. T may ask a student to write his/her answers on the board. T checks the answers with the whole class.

Key: **1.** Although **2.** otherwise **3.** While **4.** Moreover **5.** however

7 Elicit the form and use of **the past continuous tense**. Ask Ss to tell the differences between the use of simple past tense and the past continuous tense. T may call a student to do the exercise on the board while other Ss also do this. Check Ss' answers. Ask them for explanation if necessary.

Key: **1.** were you doing **2.** was watching **3.** was telling
4. happened **5.** were having **6.** were setting off

Everyday English

8 Ask Ss to do this exercise in pairs. After checking their answers, ask some pairs to act out the conversations.

Key: **1.** C **2.** A **3.** B **4.** D **5.** E

SKILLS

Reading

1 Ask Ss to do the exercise individually and check their answers with a partner before giving their answers to T to confirm the correct answers.

Key: **1.** T **2.** F **3.** F **4.** T **5.** T

Speaking

2 a Ask Ss to do this activity individually, making notes of six tips about the social customs in his/her country. Remind Ss that they may use the given ideas as well as their own ones.

b Ask Ss to work in pairs, taking turns to tell each other their tips. They may discuss to choose the most appropriate tips.

Listening

3 Play the recording once or more for Ss to listen and choose their answers. Then check their answers.

Key: **1.** A **2.** B **3.** A **4.** C

Audio script:

After living in France for a few months, I realised that I really should stop trying to be so polite all the time. The French seem to find it annoying if you say things like 'I'm awfully sorry' because they feel you are wasting their time. It must seem to them that the British spend their whole time apologising! The French don't really make 'small talk' either. Chatting to strangers such as taxi drivers or shop assistants, especially politely, is seen as rather strange. And there is another interesting difference. People at dinner parties in France will expect to take part in a serious discussion. The guests are often asked their opinions on 'big issues'. British people enjoy discussions about house prices and education. However, they are sometimes surprised if their guests want to talk about anything serious, such as politics or art.

Writing

4 Encourage Ss to use the ideas they provided in the speaking section. T may brainstorm the language necessary for writing and note some necessary expressions and language on the board.

Give Ss time to do the writing task. Then collect their papers to check out of class.

Abbreviations

adj : adjective
adv : adverb
con : conjunction
n : noun
pre : preposition

Unit 1		
adore (v)	/ə'dɔː/	yêu thích, mê thích
addicted (adj)	/ə'dɪktɪd/	nghiện (thích) cái gì
beach game (n)	/biːtʃ geɪm/	trò thể thao trên bãi biển
bracelet (n)	/'breɪslət/	vòng đeo tay
communicate (v)	/kə'mjuːnɪkeɪt/	giao tiếp
community centre (n)	/kə'mjuːnəti 'sentə/	trung tâm văn hoá cộng đồng
craft (n)	/krɑːft/	đồ thủ công
craft kit (n)	/krɑːft kɪt/	bộ dụng cụ làm thủ công
cultural event (n)	/'kʌltʃərəl ɪ'vent/	sự kiện văn hoá
detest (v)	/dɪ'test/	ghét
DIY (n)	/ˌdiː aɪ 'waɪ/	đồ tự làm, tự sửa
don't mind (v)	/dəʊnt maɪnd/	không ngại, không ghét lắm
hang out (v)	/hæŋ aʊt/	đi chơi với bạn bè
hooked (adj)	/hʊkt/	yêu thích cái gì
It's right up my street! (idiom)	/ɪts raɪt ʌp maɪ striːt/	Đúng vị của tớ!
join (v)	/dʒɔɪn/	tham gia
leisure (n)	/'leʒə/	sự thư giãn nghỉ ngơi
leisure activity (n)	/'leʒə æk'tɪvəti/	hoạt động thư giãn nghỉ ngơi
leisure time (n)	/'leʒə taɪm/	thời gian thư giãn nghỉ ngơi
netlingo (n)	/net'lɪŋgəʊ/	ngôn ngữ dùng để giao tiếp trên mạng
people watching (n)	/'piːpl wɒtʃɪŋ/	ngắm người qua lại
relax (v)	/rɪ'læks/	thư giãn
satisfied (adj)	/'sætɪsfaɪd/	hài lòng
socialise (v)	/'səʊʃəlaɪz/	giao tiếp để tạo mối quan hệ
weird (adj)	/wɪəd/	kì cục
window shopping (n)	/'wɪndəʊ 'ʃɒpɪŋ/	đi chơi ngắm đồ bày ở cửa hàng
virtual (adj)	/'vɜːtʃuəl/	ảo (chỉ có ở trên mạng)

Unit 2		
beehive (n)	/biːhaɪv/	tổ ong
brave (adj)	/breɪv/	can đảm
buffalo-drawn cart (n)	/'bʌfələʊ-drɔːn kaːt/	xe trâu kéo
cattle (n)	/'kætl/	gia súc
collect (v)	/kə'lekt/	thu gom, lấy
convenient (adj)	/kən'viːniənt/	thuận tiện
disturb (v)	/dɪ'stɜːb/	làm phiền
electrical appliance (n)	/ɪ'lektrɪkl ə'plaɪəns/	đồ điện
generous (adj)	/'dʒenərəs/	hào phóng
ger (n)	/ger/	lều của dân du mục Mông Cổ
Gobi Highlands	/'gəʊbi 'haɪləndz/	Cao nguyên Gobi
grassland (n)	/'grɑːslænd/	đồng cỏ
harvest time (n)	/'hɑːvɪst taɪm/	mùa gặt
herd (v)	/hɜːd/	chăn dắt
local (adj, n)	/'ləʊkl/	địa phương, dân địa phương
Mongolia (n)	/mɒŋ'gəʊliə/	Mông cổ
nomad (n)	/'nəʊmæd/	dân du mục
nomadic (adj)	/nəʊ'mædɪk/	thuộc về du mục
paddy field (n)	/'pædi fiːld/	đồng lúa
pasture (n)	/'pɑːstʃə(r)/	đồng cỏ
pick (v)	/pɪk/	hái (hoa, quả...)
racing motorist (n)	/'reɪsɪŋ məʊtərɪst/	người lái ô tô đua
vast (adj)	/vɑːst/	rộng lớn, bát ngát

Unit 3		
ancestor (n)	/'ænsestə(r)/	ông cha, tổ tiên
basic (adj)	/'beɪsɪk/	cơ bản
complicated (adj)	/'kɒmplɪkeɪtɪd/	tinh vi, phức tạp
costume (n)	/'kɒstjuːm/	trang phục
curious (adj)	/'kjʊəriəs/	tò mò, muốn tìm hiểu
custom (n)	/'kʌstəm/	tập quán, phong tục
diverse (adj)	/daɪ'vɜːs/	đa dạng
diversity (n)	/daɪ'vɜːsəti/	sự đa dạng, phong phú
ethnic (adj)	/'eθnɪk/	(thuộc) dân tộc
ethnic group (n)	/'eθnɪk gruːp/	(nhóm) dân tộc
ethnic minority people (n)	/'eθnɪk maɪ'nɒrəti 'piːpl/	người dân tộc thiểu số
gather (v)	/'gæðə(r)/	thu thập, hái lượm
heritage (n)	/'herɪtɪdʒ/	di sản
hunt (v)	/hʌnt/	săn bắt
insignificant (adj)	/ˌɪnsɪg'nɪfɪkənt/	không quan trọng, không ý nghĩa
majority (n)	/mə'dʒɒrəti/	đa số
minority (n)	/maɪ'nɒrəti/	thiểu số
multicultural (adj)	/ˌmʌlti'kʌltʃərəl/	đa văn hóa
recognise (v)	/'rekəgnaɪz/	công nhận, xác nhận
shawl (n)	/ʃɔːl/	khăn quàng

speciality (n)	/ˌspeʃi'æləti/	đặc sản
stilt house (n)	/stɪlt haʊs/	nhà sàn
terraced field (n)	/'terəst fi:ld/	ruộng bậc thang
tradition (n)	/trə'dɪʃn/	truyền thống
unique (adj)	/ju'ni:k/	độc nhất, độc đáo
waterwheel (n)	/'wɔ:təwi:l/	cối xay nước
Unit 4		
accept (v)	/ək'sept/	chấp nhận, nhận
break with (v)	/breɪk wɪð/	không theo
cockwise (adv)	/ kɒkwaɪz/	theo chiều kim đồng hồ
compliment (n)	/'kɒmplɪmənt/	lời khen
course (n)	/kɔ:s/	món ăn
cutlery (n)	/'kʌtləri/	bộ đồ ăn (gồm thìa, dĩa, dao)
filmstrip (n)	/'fɪlmstrɪp/	đoạn phim
host (n)	/həʊst/	chủ nhà (nam)
hostess (n)	/'həʊstəs/	chủ nhà (nữ)
generation (n)	/ˌdʒenə'reɪʃn/	thế hệ
offspring (n)	/'ɒfsprɪŋ/	con cái
oblige (v)	/ə'blaɪdʒ/	bắt buộc
palm (n)	/pa:m/	lòng bàn tay
pass down (v)	/pa:s daʊn/	truyền cho
prong (n)	/prɒŋ/	đầu dĩa (phần có răng)
reflect (v)	/rɪ'flekt/	phản ánh
sharp (adv)	/ʃa:p/	chính xác, đúng
sense of belonging (n)	/sens əv bɪ'lɒŋɪŋ/	cảm giác thân thuộc
social (adj)	/'səʊʃl/	thuộc về xã hội
spot on (adj, informal)	/spɒt ɒn/	chính xác
spray (v)	/spreɪ/	xịt
spread (v)	/spred/	lan truyền
table manners (n, plural)	/'teɪbl 'mænə(r)/	quy tắc ăn uống trong bàn ăn, phép tắc ăn uống
tip (n, v)	/tɪp/	tiền boa, boa
unity (n)	/'ju:nəti/	sự thống nhất, đoàn kết
upwards (adv)	/'ʌpwədz/	hướng lên trên
You're kidding! (idiom)	/jʊə kɪdɪŋ/	Bạn nói đùa thế thôi!
Unit 5		
anniversary (n)	/ˌænɪ'vɜ:səri/	ngày kỉ niệm
archway (n)	/'a:tʃweɪ/	mái vòm
carnival (n)	/'ka:nɪvl/	lễ hội (hóa trang)
ceremony (n)	/'serəməni/	nghi lễ
clasp (v)	/kla:sp/	bắt tay
commemorate (v)	/kə'meməreɪt/	kỉ niệm
command (n)	/kə'ma:nd/	hiệu lệnh
companion (n)	/kəm'pæniən/	bạn đồng hành
defeat (v)	/dɪ'fi:t/	đánh bại

emperor (n)	/'empərə(r)/	đế chế
float (v)	/fləʊt/	thả trôi nổi
gong (n)	/gɒŋ/	cồng (nhạc cụ dân tộc)
rice flake (n)	/raɪs fleɪk/	cốm
incense (n)	/'ɪnsens/	hương, nhang
invader (n)	/ɪn'veɪdə(r)/	kẻ xâm lược
joyful (adj)	/'dʒɔɪfl/	vui vẻ
lantern (n)	/'læntən/	đèn trời, đèn thả sông
offering (n)	/'ɒfərɪŋ/	lễ vật
procession (n)	/prə'seʃn/	đám rước
preserve (v)	/prɪ'zɜ:v/	bảo tồn
ritual (n)	/'rɪtʃuəl/	nghi thức (trong lễ hội, tôn giáo)
royal court music	/'rɔɪəl kɔ:t 'mju:zɪk/	nhã nhạc cung đình
regret (v)	/rɪ'gret/	hối hận
scenery (n)	/'si:nəri/	cảnh quan
worship (v)	/'wɜ:ʃɪp/	tôn thờ, thờ cúng ai
Unit 6		
brave (adj)	/breɪv/	dũng cảm, gan dạ
Buddha (n)	/'bʊdə/	Bụt, Đức phật
cruel (adj)	/'kru:əl/	độc ác
cunning (adj)	/'kʌnɪŋ/	xảo quyệt, gian giảo
dragon (n)	/'drægən/	con rồng
emperor (n)	/'empərə(r)/	hoàng đế
evil (adj)	/'i:vl/	xấu xa về mặt đạo đức
fable (n)	/'feɪbl/	truyện ngụ ngôn
fairy (n)	/'feəri/	tiên, nàng tiên
fairy tale (n)	/'feəri teɪl/	truyện thần tiên, truyện thần kì
fierce (adj)	/fɪəs/	hung dữ, dữ tợn
folk tale (n)	/fəʊk teɪl/	truyện dân gian
fox (n)	/fɒks/	con cáo
generous (adj)	/'dʒenərəs/	hào phóng, rộng rãi
giant (n)	/'dʒaɪənt/	người khổng lồ
glitch (n)	/glɪtʃ/	mụ phù thủy
hare (n)	/heə(r)/	con thỏ
knight (n)	/naɪt/	hiệp sĩ
legend (n)	/'ledʒənd/	truyền thuyết
lion (n)	/'laɪən/	con sư tử
mean (adj)	/mi:n/	keo kiệt, bủn xỉn
ogre (n)	/'əʊgə(r)/	quỷ ăn thịt người, yêu tinh
princess (n)	/ˌprɪn'ses/	công chúa
tortoise (n)	/'tɔ:təs/	con rùa
wicked (adj)	/'wɪkɪd/	xấu xa, độc ác
wolf (n)	/wʊlf/	con chó sói
woodcutter (n)	/'wʊdkʌtə(r)/	tiều phu, người đốn củi

Chịu trách nhiệm xuất bản :
Chủ tịch Hội đồng Thành viên MẠC VĂN THIỆN
Tổng Giám đốc kiêm Tổng biên tập GS. TS. VŨ VĂN HÙNG

Biên tập nội dung : TRẦN THU HÀ - VŨ THỊ LAI - HUỲNH KIM TUẤN - RACHEL WILSON
Biên tập mĩ thuật : NGUYỄN BÍCH LA
Trình bày bìa và minh hoạ : NGUYỄN BÍCH LA - ĐỖ CHIẾN CÔNG
Thiết kế sách : ĐỖ CHIẾN CÔNG - THÁI THANH VÂN
Sửa bản in : TRẦN THU HÀ
Chế bản tại : CÔNG TY CỔ PHẦN MĨ THUẬT VÀ TRUYỀN THÔNG

Trong sách có sử dụng một số ảnh từ Internet.

TIẾNG ANH 8 – SÁCH GIÁO VIÊN – TẬP MỘT

Mã số : 2G826M5
In bản (QĐ), khổ 19 × 27 (cm)
Đơn vị in :............ Địa chỉ :
Cơ sở in :...... Địa chỉ
Số ĐKXB : 1225-2015/CXBIPH/5-665/GD
Số QĐXB : .../QĐ-GD ngày .... tháng .... năm
In xong và nộp lưu chiểu tháng năm 2015.